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ABSTRACT

This report shows fiscal year (FY) 1983 actual achievements in relation to goals, objectives, and proposed utilization of funds, as contained in the "FY 1983 South Carolina State Plan for Vocational-Technical Education." An introduction is followed by an overview of vocational-technical education in South Carolina. Section III presents financial data on expenditure of Federal and state/local funds. Section IV on achievement of goals to meet employment needs addresses enrollment goals, supply and demand, student placement, and employer followup. Section V shows the program goals, achievements, and utilization of funds for state and local administration, basic grant programs, program improvement/support services, special programs for the disadvantaged, consumer and homemaking, and setasides for the disadvantaged. Section VI summarizes vocational education program evaluations and shows percentages of programs in compliance with program standards. Section VII is a list of program improvements planned as a result of the evaluation report. Sections VIII and IX are responses by the State Board of Education and the State Board for Technical and Comprehensive Education to recommendations made by the South Carolina Advisory Council on Vocational and Technical Education. Sections X and XI comment on participation of local advisory councils and results of program coordination. (YLB)

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SOUTH CAROLINA
FY 1983

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accountability report vocational-technical education

DEPARTMENT of EDUCATION
SOUTH CAROLINA

SOUTH CAROLINA

FY 1983 ACCOUNTABILITY REPORT

FOR

VOCATIONAL-TECHNICAL EDUCATION

OFFICE OF VOCATIONAL EDUCATION
DR. MOODY OSWALD, DIRECTOR

DIVISION OF INSTRUCTION
SIDNEY B. COOPER, DEPUTY SUPERINTENDENT

SOUTH CAROLINA DEPARTMENT OF EDUCATION
DR. CHARLIE G. WILLIAMS
STATE SUPERINTENDENT

JULY 1984

PREFACE

In formulating the FY 1983 Accountability Report, the South Carolina State Board of Education involved the active participation of the agencies, councils, and individuals who are required to participate in formulating the annual State Plan, as described in Section 108 of Public Law 94-482. This participation included three (3) meetings, held between December of 1983 and June of 1984 between representatives of the State Board of Education and representatives of all these agencies, councils, and individuals, meeting as a group. In addition, the State Board of Education conducted three (3) Public Hearings, after giving sufficient public notice, in strategic locations in the State in order to permit all segments of the population to give their views on the provisions of the report.

The State Board of Education would like to express its appreciation and acknowledgement of the time and effort contributed by all agencies, organizations, councils, and individuals involved with the development of this report.

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I. INTRODUCTION

The "South Carolina FY 1983 Accountability Report for Vocational-Technical Education" was prepared in accordance with the requirements of Public Law 94-482. The purpose of this report is to show FY 1983 actual achievements in relation to goals, objectives, and proposed utilization of funds, as contained in the "FY 1983 South Carolina State Plan for Vocational-Technical Education."

The development of the FY 1983 State Plan included the aggregation of essential data (projected enrollments and supply by six digit O. E. Code, and financial data by major subparts/purposes of P. L. 94-482) taken from approved applications submitted by eligible recipients. This is felt to be a significant component in the overall vocational education planning process and is consistent with the intent of P.L. 94-482 that the inspiration in planning arise from the local level.

II. OVERVIEW: VOCATIONAL-TECHNICAL EDUCATION

A. ORGANIZATION AND GOVERNANCE

The formal educational experiences of citizens in South Carolina are governed by three separate governing boards:

1. The Commission on Higher Education has responsibility for the strengthening of all the State's institutions of higher learning to the end that quality education and training beyond high school may be available to every citizen who desires it and can be expected to profit from it. The Commission on Higher Education is a coordinating body which must rely primarily on logical persuasion to gain cooperation and support. A major function of coordination is that of planning. The Commission on Higher Education, consists of eighteen (18) members from the general public, three from each congressional district.

2. The State Board for Technical and Comprehensive Education has within its jurisdiction all State-supported technical institutions and their programs. The Board has approval authority over all postsecondary vocational-technical and occupational diploma and associate degree programs financed in whole or part by State funds. The Board shall establish Statewide policies and procedures necessary to ensure educational and financial accountability for operation of technical education institutions and their programs. The Board may contract with other guidelines, as deemed necessary to carry out its legal mandate.

3. The State Board for Vocational Education, which is the South Carolina State Board of Education, is the sole agency responsible for the administration, or for the supervision of the administration of vocational programs consistent with State Law and in accordance with Public Law 94-482. The South Carolina State Board of Education has responsibility for the governance of secondary educational experiences and adult vocational experiences. The executive officer of the State Board of Education is the State Superintendent of Education, who is a Constitutional officer and is elected by popular vote of the people.

The Governor's Office, Division of Employment and Training, is the grant recipient and the State Administrative Unit having responsibility for the administration of the State Job Training Plan under the Job Training Partnership Act (JTPA) of 1982. The State of South Carolina serves as a single Service Delivery Area (SDA) under JTPA. The State Job Training Plan includes all of the component programs and services designed to prepare youth, unskilled adults, and the economically disadvantaged and individuals facing serious barriers to employment for entry into the labor force.

B. VOCATIONAL-TECHNICAL EDUCATION DELIVERY SYSTEM

South Carolina possesses a dynamic and comprehensive delivery system for providing relevant and quality vocational-technical education to

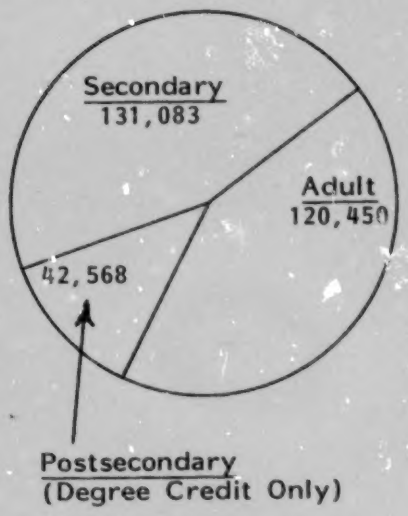
effectively meet the needs of people and business/industry in the State. The South Carolina Public School System, under the authority of the State Board of Education, through its diverse modern network of 54 area vocational centers and 221 high schools served as one of the major delivery systems for providing vocational training to secondary students and adults in the State. The State TEC System, under the authority of the State Board for Technical and Comprehensive Education, comprising sixteen (16) modern TEC institutions that are strategically located and easily accessible to nearly 95% of the State's population, provided another major delivery system for meeting the postsecondary and adult vocational-technical training needs within South Carolina.

C. MAJOR ACCOMPLISHMENTS - UTILIZATION OF FUNDS

A total of 294,101 persons in South Carolina were enrolled during FY 1983 in vocational-technical education programs at the secondary, postsecondary, and adult instructional levels. This represents a 4.0% decrease from the total enrollment recorded for FY 1982. Secondary vocational education enrollment decreased 1.8% over that recorded for FY 1982 which reflects the continuing, but slowing, decrease in grade 9-12 public school enrollments. However, significant increases were recorded at the secondary level in disadvantaged (+20.0%) enrollments and at the adult level in long-term program enrollments (+5.2%).

Number of Persons Served

Total - 294,101



Expenditure of Funds

Total - $127,794,938

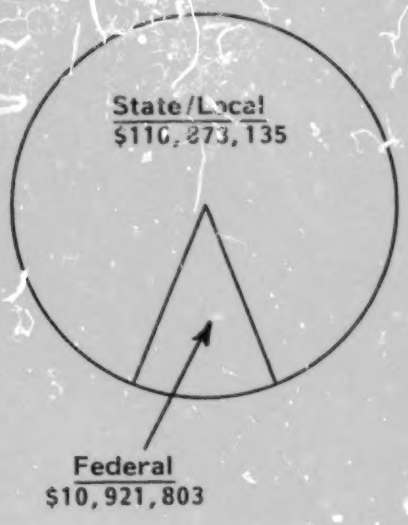


TABLE 1

MAJOR CATEGORIES OF PERSONS SERVED: FY 1982-83 COMPARISON

	NUMBER OF PERSONS SERVED		
	FY 1982	FY 1983	% Change
INSTRUCTIONAL LEVEL/PROGRAM			
SECONDARY:			
Occupational Training	79,241	78,441	-1.0
Cooperative	(1,581)	(1,569)	-0.8
Workstudy	(109)	(89)	-18.3
Exploratory (Prevocational/Industrial Arts)	17,752	17,159	-3.3
Consumer & Homemaking	36,463	35,483	-2.7
Handicapped	(8,071)	(7,498)	-7.1
Students Mainstreamed	(6,164)	(5,796)	-6.0
% Mainstreamed	76.4	80.0	+3.6
Disadvantaged	(15,598)	(18,721)	+20.0
Students Mainstreamed	(14,467)	(18,101)	+25.1
% Mainstreamed	92.8	96.7	+3.9
Subpart 4 - Disadvantaged	(902)	(672)	-25.5
ADULT:			
Short-Term Programs	112,601	103,937	-7.7
Long-Term Programs	15,697	16,513	+5.2
Displaced Homemakers (Special Adult Categories)	(472)	(104)	-78.0
POSTSECONDARY (Degree Credit)	44,667	42,563	-4.7

III. FINANCIAL DATA

TABLE 2

A. EXPENDITURE OF FEDERAL AND STATE LOCAL FUNDS TO SUPPORT VOCATIONAL TECHNICAL EDUCATION

1. SUMMARY OF FY 1983 EXPENDITURES BY MAJOR PARTS OF PUBLIC LAW 98-482

Parts Of Law 98-482	(1) FY 1983 Proposed Expenditure	(2) Actual FY '83 Federal Allocation	Actual FY 1983 Expenditures (3) FY 1983 Current Year Funds	(4) FY 1982 Carryover Federal Funds	(5) FY 1983 Total	Proposed (1) Versus Actual (5) Federal Funds % Variance	FY '83 Federal Funds To Be Carried Over into FY 19[illegible]
FUNDS	11,317,711	10,919,801	9,541,235	1,380,568	10,921,803	3.5%	1,378,566
tal Federal	103,223,763		116,340,866	532,269	116,873,135		0
tal State/Local							
AL BASIC ALLOCATION (PARTS 2 & 3)							
	10,478,210	10,[illegible],902	8,887,207	1,241,818	10,089,025	3.7%	1,262,795
ederal	97,467,266		110,577,157	492,559	111,069,716		0
tate/Local	(8,857,562)	(8,585,740)	(7,747,293)	(790,441)	(8,537,734)	(3.6%)	(793,947)
bpart 2 - Federal)	(1,620,652)	(1,564,262)	(1,099,918)	(451,377)	(1,551,291)	(4.3%)	(484,348)
bpart 3 - Federal)							
TASIDES (SECTION 110)							
advantaged (20%)	(2,095,643)	(2,0[illegible],000)	(1,868,923)	(139,283)	(2,008,206)	(4.2%)	(153,007)
Federal	(2,095,643)		(1,868,923)	(139,283)	(2,008,206)		0
State/Local							
ndicapped (10%)	(1,047,821)	(1,011,000)	(857,498)	(119,869)	(977,367)	(6.7%)	(153,502)
Federal	(1,047,821)		(1,265,752)	(119,869)	(1,385,611)		
State/Local							
st Secondary/Adult (15%)	(1,571,732)	(1,516,500)	(1,299,181)	(197,253)	(1,496,434)	(4.8%)	(217,319)
Federal	(58,302,625)		(30,641,777)	0	(30,641,777)		0
State/Local							
SUBPART 4 - SPECIAL NEEDS	255,997	246,986	241,198	10,070	251,468	1.8%	5,548
Federal	0		83,781	0	83,781		0
State/Local							
SUBPART 5 - CONSUMER AND HOMEMAKING	519,509	501,134	397,187	128,429	525,616	+1.2%	103,947
Federal	5,756,497		5,719,928	39,710	5,759,638		
State/Local							
Economically Depressed Areas	(308,809)		(279,949)	(39,994)	(319,943)	(+3.6%)	(103,947)
(Federal)			(5,577,660)	0	(5,577,660)		
(State/Local)							
SECTION 102(d)	63,991	61,719	55,443	251	55,694	13.0	6,276
Federal	0		0	0	0		0
State/Local							

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TABLE 3

2. FY 1983 EXPENDITURE OF FEDERAL, STATE AND LOCAL FUNDS BY SUBPART/PURPOSE OF P. L. 94-482

P. L. 94-482 SUBPART/PURPOSE	SOURCE OF FUNDS	FY 1983 PROPOSED EXPENDITURE	FY 1983 ACTUAL EXPENDITURE	FY 1982 CARRY OVER FEDERAL FUNDS EXPENDED IN FY 1983
I. STATE ADMINISTRATION				
A. Subpart 2 Sec. 120(b)(1)(0)	F	823,589	820,705	199,363
	S	823,588	820,705	-0-
B. Subpart 3 Sec. 130(b)(7)	F	202,292	171,234	34,045
	S	202,292	171,234	-0-
II. SUBPART 2				
A. Sec. 102(a) Setasides	*	(6,916)	(5,795)	-0-
1. Disadvantaged	F	2,095,643	2,008,206	139,283
	S/L	2,095,643	2,008,206	-0-
*-Limited English Speaking Ability included in Exemplary/ Innovation (Subpart 3)				
2. Handicapped	F	1,047,821	977,367	119,869
	S/L	1,047,821	1,505,480	-0-
3. Post-Secondary and Adult				
a. State Board for Technical and Comprehensive Education	F	962,005	929,052	-0-
	S/L	57,713,625	29,924,582	-0-
b. State Board of Education				
1) Adult-Long/Short Term	F	609,727	567,382	197,253
	S/L	589,000	605,702	-0-
B. Sex Equality Personnel Sec. 120(b)(1)(F)	F	50,000	54,010	4,001
	S/L	-0-	-0-	-0-

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TABLE 3

b. FY 1983 EXPENDITURE OF FEDERAL, STATE AND LOCAL FUNDS BY SUBPART/PURPOSE OF P. L. 94-482

P. L. 94-482 SUBPART/PURPOSE	SOURCE OF FUNDS	FY 1983 PROPOSED EXPENDITURE	FY 1983 ACTUAL EXPENDITURE	FY 1982 CARRY OVER FEDERAL FUNDS EXPENDED IN FY 1983
C. Vocational Education Programs Sec. 120(b)(1)(A)				
1. Basic Plans (Secondary)	F	2,736,001	2,717,833	127,966
	S/L	24,528,342	27,891,688	-0-
2. Adult Programs	F	53,204	-0-	-0-
	S/L	192,455	55,546	-0-
D. Work Study Sec. 120(b)(1)(B)	F	23,083	23,282	-0-
	S/L	6,517	5,949	-0-
E. Cooperative Education Sec. 120(b)(1)(C)	F	187,637	277,719	-0-
	S/L	1,703,721	1,327,627	-0-
F. Energy Education Sec. 120(b)(1)(D)	F	10,440	9,991	2,655
	S/L	-0-	-0-	-0-
G. Construction Sec. 120(b)(1)(E)	F	-0-	-0-	-0-
	S/L	-0-	-0-	-0-
H. Stipends Sec. 120(b)(1)(G)	F	-0-	-0-	-0-
	S/L	-0-	-0-	-0-
I. Placement Services Sec. 120(b)(1)(H)	F	80,311	39,366	-0-
	S/L	300,648	392,707	-0-
J. Industrial Arts and Pre-Vocational Education Sec. 120(b)(1)(I)	F	138,487	81,671	-0-
	S/L	3,396,388	-0-	-0-
K. Support Services for Women Sec. 120(b)(1)(J)	F	-0-	4,127	-0-
	S/L	-0-	-0-	-0-

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TABLE 3

b. FY 1983 EXPENDITURE OF FEDERAL, STATE AND LOCAL FUNDS BY SUBPART/PURPOSE OF P. L. 94-482

P. L. 94-482 SUBPART/PURPOSE	SOURCE OF FUNDS	FY 1983 PROPOSED EXPENDITURE	FY 1983 ACTUAL EXPENDITURE	FY 1982 CARRY OVER FEDERAL FUNDS EXPENDED IN FY 1983
L. Day Care Services	F	19,985	7,601	-0-
Sec. 120(b)(1)(K)	S/L	500	463	-0-
M. Special Adult Categories	F	1,000	935	-0-
Sec. 120(b)(1)(L)	S/L	-0-	-0-	-0-
N. Construction/Operation Residential Voc. Schools	F	-0-	-0-	-0-
Sec. 120(b)(1)(M)	S/L	-0-	-0-	-0-
O. Vocational Training Private Vocational Institutes	F	-0-	-0-	-0-
Sec. 120(b)(1)(N)	S/L	-0-	-0-	-0-
P. Local Administration	F	18,630	18,487	51
Sec. 120(b)(1)(O)	S/L	2,541,829	2,804,999	-0-
III. SUBPART 3				
A. Research	F	125,934	105,325	18,466
Sec. 130(b)(1)	S/L	-0-	430,292	-0-
B. Exemplary/Innovative	F	-0-	833	833
Sec. 130(b)(2)	S/L	-0-	-0-	-0-
C. Curriculum Development	F	336,145	372,488	59,515
Sec. 130(b)(3)	S/L	-0-	-0-	-0-
D. Guidance and Counseling	F	780,675	739,898	287,813
Sec. 130(b)(4)	S/L	1,124,430	1,178,223	-0-
E. In-Service and Pre-Service Training	F	170,948	156,892	50,692
Sec. 130(b)(5)	S/L	565,000	1,394,394	-0-

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TABLE 3

b. FY 1983 EXPENDITURE OF FEDERAL, STATE AND LOCAL FUNDS BY SUBPART/PURPOSE OF P. L. 94-482

P. L. 94-482 SUBPART/PURPOSE	SOURCE OF FUNDS	FY 1983 PROPOSED EXPENDITURE	FY 1983 ACTUAL EXPENDITURE	FY 1982 CARRY OVER FEDERAL FUNDS EXPENDED IN FY 1983
F. Sex Bias Elimination Sec. 130 (b)(6)	F	-0-	-0-	-0-
	S/L	-0-	-0-	-0-
G. Local Administration Sec. 130(b)(7)	F	4,658	4,621	13
	S/L	635,457	701,250	-0-
IV. SUBPART 4 - SPECIAL PROGRAMS for the Disadvantaged Sec. 140(a)	F	255,997	251,468	10,070
	S/L	-0-	43,781	-0-
V. SUBPART 5 - Consumer and Homemaking Education Sec. 150(a)	TF	519,509	525,616	128,429
	TF/TL	5,756,497	5,759,638	-0-
A. Instructional Programs, Services and Activities (Aid to Districts)	F	308,809	273,217	33,262
	S/L	5,569,184	5,547,702	-0-
B. Curriculum Development	F	21,318	106,564	72,908
	S/L	-0-	-0-	-0-
C. Teacher Education	F	72,572	56,396	9,079
	S/L	72,572	99,271	-0-
D. Adult Outreach Programs	F	-0-	6,732	6,732
	S/L	39,741	29,958	-0-
E. Administration	F	116,810	82,707	6,448
	S/L	75,000	82,707	-0-
VI. Section 102(d)	F	63,991	55,694	251
	S/L	-0-	-0-	-0-

TABLE 4

3. FY 1983 - UTILIZATION OF FUNDS EXPENDED BY SUBPART/PURPOSE OF P.L. 94-482

P. L. 94-482 SUBPART/PURPOSE	Source of Funds	Actual Utilization of Funds Expended: FY 1983 Expenditure	Salaries	Equipment	Instructional Supplies	Travel
I. STATE ADMINISTRATION						
A. Subpart 2						
Sec. 120(b)(1)(0)						
1. State Board of Education	F	820,705	N/A	N/A	N/A	N/A
	S	820,705	N/A	N/A	N/A	N/A
2. State Board for Technical and Comprehensive Education	F	-0-	-0-	-0-	-0-	-0-
	S	1,462,153	N/A	N/A	N/A	N/A
B. Subpart 3	F	171,234	N/A	N/A	N/A	N/A
Sec. 130(b)(7)	S	171,234	N/A	N/A	N/A	N/A
II. SUBPART 2						
A. Sec. 102(a) Setasides	*	(5,795)	(2,434)	(-0-)	(1,850)	(1,511)
1. Disadvantaged	F	2,006,206	1,826,839	80,140	86,005	15,222
*-Limited English Speaking Ability included in Disadvantaged Federal funds.	S/L	2,008,206	1,959,354	7,233	36,591	5,028
2. Handicapped	F	977,367	918,163	20,924	35,902	2,378
	S/L	1,505,480	1,474,006	16,768	12,751	1,955
3. Post-Secondary and Adult						
a. State Board for Technical and Comprehensive Education	F	929,052	899,052	-0-	30,000	-0-
	S/L	29,924,582	N/A	N/A	N/A	N/A

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TABLE 4

c. FY 1983 UTILIZATION OF FUNDS EXPENDED BY SUBPART/PURPOSE OF P.L. 94-482

P. L. 94-482 SUBPART/PURPOSE	Source of Funds	Actual Utilization of Funds Expended: FY 1983 Expenditure	Salaries	Equipment	Instructional Supplies	Travel
b. State Board of Education						
1) Adult-Health Occupations	F	66,452	66,452	-0-	-0-	-0-
	S/L	605,702	604,297	405	1,000	-0-
2) Adult-Continuing Education	F	500,930	500,930	-0-	-0-	-0-
	S/L	-0-	-0-	-0-	-0-	-0-
B. Sex Equality Personnel	F	54,010	N/A	N/A	N/A	N/A
Sec. 120(b)(1)(F)	S/L	-0-	-0-	-0-	-0-	-0-
C. Vocational Education Programs						
Sec. 120(b)(1)(A)						
1. Basic Plans (Secondary)	F	2,717,833	2,283,326	269,681	146,207	18,619
	S/L	27,891,688	26,858,746	409,339	593,119	30,484
2. Adult Programs	F	-0-	-0-	-0-	-0-	-0-
	S/L	55,546	55,546	-0-	-0-	-0-
D. Work Study	F	23,282	23,282	-0-	-0-	-0-
Sec. 120(b)(1)(B)	S/L	5,949	5,949	-0-	-0-	-0-
E. Cooperative Education	F	277,719	268,152	2,249	4,300	3,018
Sec. 120(b)(1)(C)	S/L	1,327,627	1,300,105	4,559	12,653	10,310
F. Energy Education	F	9,991	7,323	-0-	85	2,583
Sec. 120(b)(1)(D)	S/L	-0-	-0-	-0-	-0-	-0-
G. Construction	F	-0-	-0-	-0-	-0-	-0-
Sec. 120(b)(1)(E)	S/L	-0-	-0-	-0-	-0-	-0-

TABLE 4

c. FY 1983 - UTILIZATION OF FUNDS EXPENDED BY SUBPART/PURPOSE OF P.L. 94-482

P. L. 94-482 SUBPART/PURPOSE	Source of Funds	Actual Utilization of Funds Expended				
		FY 1983 Expenditure	Salaries	Equipment	Instructional Supplies	Travel
H. Stipends	F	-0-	-0-	-0-	-0-	-0-
Sec. 120(b)(1)(G)	S/L	-0-	-0-	-0-	-0-	-0-
I. Placement Services	F	39,366	35,657	2,664	1,045	-0-
Sec. 120(b)(1)(H)	S/L	392,707	387,021	1,097	691	3,898
J. Industrial Arts and Pre-Vocational Education	F	81,671	81,671	-0-	-0-	-0-
Sec. 120(b)(1)(I)	S/L	-0-	-0-	-0-	-0-	-0-
K. Support Services for Women	F	4,127	494	-0-	2,318	1,315
Sec. 120(b)(1)(J)	S/L	-0-	-0-	-0-	-0-	-0-
L. Day Care Services	F	7,601	7,601	-0-	-0-	-0-
Sec. 120(b)(1)(K)	S/L	463	-0-	-0-	463	-0-
M. Special Adult Categories	F	935	-0-	-0-	816	119
Sec. 120(b)(1)(L)	S/L	-0-	-0-	-0-	-0-	-0-
N. Construction/Operation Residential Voc. Schools	F	-0-	-0-	-0-	-0-	-0-
Sec. 120(b)(1)(M)	S/L	-0-	-0-	-0-	-0-	-0-
O. Vocational Training Private Vocational Institutes	F	-0-	-0-	-0-	-0-	-0-
Sec. 120(b)(1)(N)	S/L	-0-	-0-	-0-	-0-	-0-

*Included in Vocational Education Programs - Basic Plans (C.1.).

TABLE 4

c. FY 1983 - UTILIZATION OF FUNDS EXPENDED BY SUBPART/PURPOSE OF P.L. 94-482

P. L. 94-482 SUBPART/PURPOSE	Source of Funds	Actual Utilization of Funds Expended: FY 1983 Expenditure	Salaries	Equipment	Instructional Supplies	Travel
P. Local Administration						
Sec. 120(b)(1)(O)						
1. State Board of Education	F	18,487	9,630	4,661	566	3,630
	S/L	2,804,999	2,577,527	23,303	180,827	23,342
2. State Board for Technical and Comprehensive Education	F	-0-	-0-	-0-	-0-	-0-
	S/L	33,762,960	N/A	N/A	N/A	N/A
II. SUBPART 3						
A. Research	F	105,325	N/A	N/A	N/A	N/A
Sec. 130(b)(1)	S/L	430,292	N/A	N/A	N/A	N/A
B. Exemplary Innovative	F	833	N/A	N/A	N/A	N/A
Sec. 130(b)(2)	S/L	-0-	-0-	-0-	-0-	-0-
C. Curriculum Development						
Sec. 130(b)(3)						
1. State Board of Education	F	372,488	N/A	N/A	N/A	N/A
	S/L	-0-	-0-	-0-	-0-	-0-
2. State Board for Technical and Comprehensive Education	F	-0-	-0-	-0-	-0-	-0-
	S/L	-0-	-0-	-0-	-0-	-0-
D. Guidance and Counseling						
Sec. 130(b)(4)						
1. State Board of Education	F	739,898	720,605	8,369	8,194	2,730
	S/L	1,178,223	1,153,597	6,438	11,850	6,338

TABLE 4

c. FY 1983- UTILIZATION OF FUNDS EXPENDED BY SUBPART/PURPOSE OF P.L. 94-482

P. L. 94-482 SUBPART/PURPOSE	Source of Funds	Actual Utilization of Funds Expended: FY 1983 Expenditure	Salaries	Equipment	Instructional Supplies	Travel
2. State Board for Technical and Comprehensive Education	F	-0-	-0-	-0-	-0-	-0-
	S/L	4,557,087	N/A	N/A	N/A	N/A
E. In-Service and Pre-Service Training	F	156,892	N/A	N/A	N/A	N/A
	S/L	1,394,394	N/A	N/A	N/A	N/A
Sec. 130(b)(5)						
F. Sex Bias Elimination	F	-0-	-0-	-0-	-0-	-0-
Sec. 130(b)(6)	S/L	-0-	-0-	-0-	-0-	-0-
G. Local Administration	F	4,621	2,408	1,165	141	907
Sec. 130(b)(7)	S/L	701,250	644,381	5,826	45,207	5,836
IV. SUBPART 4 - SPECIAL PROGRAMS for the Disadvantaged	F	251,468	247,300	962	3,194	12
	S/L	43,781	43,431	-0-	350	-0-
Sec. 140(a)						
V. SUBPART 5 - Consumer and Homemaking Education						
Sec. 150(a)						
A. Instructional Programs, Services and Activities (Aid to Districts)	F	273,217	226,901	12,112	30,643	3,561
	S/L	5,547,702	5,436,230	28,054	78,285	5,133
B. Curriculum Development	F	106,564	N/A	N/A	N/A	N/A
	S/L	-0-	-0-	-0-	-0-	-0-

TABLE 4

c. FY 1983 - UTILIZATION OF FUNDS EXPENDED BY SUBPART/PURPOSE OF P.L. 94-482

P. L. 94-482 SUBPART/PURPOSE	Source of Funds	Actual Utilization of Funds Expended: FY 1983 Expenditure	Salaries	Equipment	Instructional Supplies	Travel
C. Teacher Education	F	56,396	N/A	N/A	N/A	N/A
	S/L	99,271	N/A	N/A	N/A	N/A
D. Adult Outreach Programs	F	6,732	6,732	-0-	-0-	-0-
	S/L	29,958	29,958	-0-	-0-	-0-
E. Administration	F	82,707	N/A	N/A	N/A	N/A
	S/L	82,707	N/A	N/A	N/A	N/A
VI. SECTION 102(d) Planning - Data Collection - Evaluation	F	55,694	N/A	N/A	N/A	N/A
	S/L	-0-	-0-	-0-	-0-	-0-

III. A. FINANCIAL DATA (CONTINUED)

4. MATCHING AND MAINTENANCE OF EFFORT

As shown in Table 2, $116,873,135 in State/local funds and $10,921,803 in Federal funds were expended in FY 1983 for vocational-technical education in South Carolina. The expenditure of State/local funds represents 91.5 percent of the total funds expended for vocational-technical education in the State, far in excess of the 50.0 percent matching required by Public Law 94-482.

The following graph illustrates South Carolina's compliance with the maintenance of effort requirements of the ACT:

FY	State/Local Funds Expended
1982	$111,966,542
1983	$116,873,135

* - State/local funds expended for construction are not included in maintenance of effort.

The utilization of funds detailed in Table 4 for salaries, equipment, supplies and travel, is intended to show that only actual expenditures, and not in-kind contributions, were used as part of the State's matching and maintenance of effort requirements.

III. A. 5. DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL AGENCIES AND OTHER ELIGIBLE RECIPIENTS

The following table (Table 5) shows the proposed allocation of Federal vocational funds to LEA's and OER's based on the FY 1982 funding level. However, South Carolina's Grant Award for FY 1983 ($10,919,801) was approximately 3.5% less than that for FY 1982 ($11,317,711). The actual distribution of funds shown in Table 5 represents the expenditure of funds by Subpart and purpose of P. L. 94-482 based on approved "Requests for Reimbursement" submitted by LEA's and OER's to the Office of Vocational Education during FY 1983.

The reasons for significant differences between the proposed and actual allocations by specific LEA's and/or OER's were that: a) they did not choose to utilize all of their Federal allocation; or, they submitted their local application after the required submission date which resulted in a reduction in their allocation (funded from the date of approval or the date received in approvable from); or, Federal funds were released to an area vocational center serving their school district and one or more other school districts.

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TABLE 5

III. A. 5. DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

ELIGIBLE RECIPIENT	Distribution	Subpart 2 (Basic)	Disadvantaged Section 102(a)	Handicapped Section 102(a)	Subpart 3	Subpart 4	Subpart 5	Adult Health Occ. Long Term	Adult Short Term	TOTAL
Abbeville 60	Proposed	25,639	14,182	7,082	6,192		2,437	5,152		60,684
	Actual	24,704	13,686	6,842	5,984		2,341	5,152		58,709
Aiken 01	Proposed	95,801	53,027	26,513	23,096		9,083	15,980	35,197	258,697
	Actual	87,993	42,108	25,580	22,334		8,772	15,819	35,197	237,803
Allendale 01	Proposed	20,561	11,380	5,690	4,958		1,950	4,611		49,150
	Actual	19,827	10,981	5,489	4,793		1,884	4,592		47,566
Anderson 01 & 02	Proposed	42,743	23,659	11,829	10,304		4,052			92,587
	Actual	34,706	8,401	4,200	9,964		2,677			59,948
Anderson 03	Proposed	10,870	6,017	3,009	2,621		1,030			23,547
	Actual	10,483	5,805	2,904	2,534		994			22,720
Anderson 04	Proposed	10,329	5,718	2,859	2,490		980			22,376
	Actual	9,962	3,943	2,758	2,408		947			20,018
Anderson 05	Proposed	55,517	30,728	15,365	13,385		5,263	13,794	79,193	213,245
	Actual	53,536	29,649	14,825	12,942		5,083	13,794	79,193	209,022
Bamberg 01	Proposed	11,425	6,323	3,163	2,755		1,083			24,749
	Actual	5,398	2,929	1,464	1,332		523			11,646
Bamberg 02	Proposed	9,509	5,263	2,631	2,292		902			20,597
	Actual	9,169	5,079	2,539	2,219		871			19,877
Barnwell Co.	Proposed	33,667	18,636	9,317	8,118		3,192	12,166		85,096
	Actual	32,464	13,774	8,991	7,851		3,085	12,166		78,331
Beaufort-Jasper Co.'s	Proposed	74,185	41,061	20,531	17,885		7,032	16,153		176,847
	Actual	71,537	39,617	19,810	17,293		6,793	16,153		171,203
Berkeley 01	Proposed	93,636	51,827	25,914	22,574		8,877	18,389		221,217
	Actual	90,294	50,007	25,002	21,830		8,573	17,666		213,372

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TABLE 5
DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL
AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

ELIGIBLE RECIPIENT	Distribution	Subpart 2 (Basic)	Disadvantaged Section 102(a)	Handicapped Section 102(a)	Subpart 3	Subpart 4	Subpart 5	Adult Health Occ. Long Term	Adult Short Term	TOTAL
Charleston 01	Proposed	237,671	131,549	65,776	57,393		22,531	49,397		564,227
	Actual	227,762	126,928	63,464	52,408		21,628	15,110		510,300
Cherokee 01	Proposed	41,764	23,116	11,558	10,070	27,514	3,960	6,299	20,965	145,246
	Actual	40,773	22,306	11,152	9,737	27,514	3,825	6,299	20,965	142,071
Chester 01	Proposed	41,875	23,178	11,589	10,096	31,538	3,969	9,881	39,107	171,233
	Actual	40,380	22,363	11,183	9,761	31,538	3,833	9,881	39,107	168,046
Chesterfield 01	Proposed	49,725	27,523	13,760	11,987	13,843	4,714			121,552
	Actual	47,949	26,556	13,278	11,593	13,843	4,554			117,773
Clarendon Co.	Proposed	44,882	24,842	12,421	10,822		4,256	13,129		110,352
	Actual	43,278	23,969	11,984	10,463		4,112	11,492		105,298
Colleton 01	Proposed	37,675	20,853	10,427	9,084		3,571	7,800		89,410
	Actual	36,330	20,121	10,060	8,783		3,449	7,551		86,294
Darlington 01	Proposed	70,448	38,993	19,496	16,985	22,093	6,680	18,402	35,129	228,226
	Actual	67,933	37,624	18,812	16,423	22,093	6,451	18,216	35,129	222,681
Dillon Co.	Proposed	48,674	26,942	13,472	11,734		4,615	11,967		117,404
	Actual	46,938	25,595	12,999	11,348		4,457	4,858		106,195
Dorchester Co.	Proposed	54,324	30,070	15,036	13,097		5,151	10,464		128,142
	Actual	52,388	29,011	14,505	12,662		4,975	7,729		121,270
Edgefield 01	Proposed	16,974	9,396	4,698	4,093		1,609			36,770
	Actual	16,369	-0-	-0-	3,956		1,555			21,880
Fairfield 01	Proposed	30,040	16,627	8,314	7,243		2,848			65,072
	Actual	28,967	16,043	8,022	7,003		2,751			62,786
Florence 01	Proposed	50,772	28,102	14,051	12,242		4,813		42,117	152,097
	Actual	45,532	27,116	13,557	11,837		4,649		42,117	144,808

TABLE 5

DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

ELIGIBLE RECIPIENT	Distribution	Subpart 2 (Basic)	Disadvantaged Section 102(a)	Handicapped Section 102(a)	Subpart 3	Subpart 4	Subpart 5	Adult Health Occ. Long Term	Adult Short Term	TOTAL
Florence 02	Proposed	8,487	4,697	2,350	2,046		804	3,215		21,599
	Actual	8,185	4,532	2,267	1,979		777	3,215		20,955
Florence 03	Proposed	30,624	16,950	8,476	7,384		2,903	5,061		71,398
	Actual	29,531	16,356	8,178	7,141		2,804	5,061		69,071
Florence 04	Proposed	16,678	9,232	4,615	4,020	30,763	1,582	4,081		70,971
	Actual	16,082	8,908	4,453	3,888	30,763	1,527	4,081		69,702
Florence 05	Proposed	9,377	5,191	2,595	2,261		888			20,312
	Actual	9,043	5,006	2,504	2,186		858			19,597
Georgetown 01	Proposed	52,748	29,196	14,598	12,717		5,000	14,463		128,722
	Actual	50,865	28,171	14,085	12,297		4,830	14,463		124,711
Greenville 01	Proposed	223,804	123,875	61,938	53,958		21,218	49,145		533,938
	Actual	215,813	119,532	59,761	52,175		20,494	34,773		502,538
Greenwood Co.	Proposed	50,501	27,956	13,979	12,177		4,787		25,100	134,500
	Actual	48,699	25,930	13,486	11,773		4,627		25,100	129,615
Hampton 01	Proposed	20,561	11,380	5,691	4,957		1,949			44,538
	Actual	19,827	10,981	5,490	4,793		1,881			42,972
Hampton 02	Proposed	10,286	5,695	2,847	2,479		976			22,283
	Actual	9,921	5,494	2,747	2,398		941			21,501
Horry 01	Proposed	94,238	52,161	26,080	22,720		8,933	21,249	54,779	280,160
	Actual	90,871	50,327	25,164	21,969		8,629	21,249	54,779	272,988
Kershaw 01	Proposed	44,607	24,691	12,346	10,754		4,229	25,973	32,410	155,010
	Actual	43,014	23,822	11,911	10,399		4,085	25,973	32,410	151,614
Lancaster 01	Proposed	60,837	33,674	16,838	14,667	24,598	5,767	13,665	30,418	200,464
	Actual	57,573	32,489	16,245	14,183	24,598	5,570	13,665	30,418	194,741

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TABLE 5
DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

ELIGIBLE RECIPIENT		Distribution	Subpart 2 (Basic)	Disadvantaged Section 102(a)	Handicapped Section 102(a)	Subpart 3	Subpart 4	Subpart 5	Adult Health Occ. Long Term	Adult Short Term	TOTAL
Laurens	55	Proposed	26,435	14,633	7,316	6,372		2,505			57,261
		Actual	25,491	14,117	7,059	6,163		2,421			55,251
Laurens	56	Proposed	20,200	11,182	5,591	4,870		1,914			43,757
		Actual	19,481	10,789	5,394	4,711		1,850			42,225
Lee	01	Proposed	31,732	17,564	8,783	7,651		3,009	7,954		76,693
		Actual	30,599	16,948	8,473	7,398		2,904	7,944		74,266
Lexington	01	Proposed	37,129	20,551	10,276	8,951		3,520	13,807	13,662	107,896
		Actual	35,804	19,828	9,915	8,657		3,399	13,851	13,662	105,116
Lexington	02	Proposed	54,708	30,281	15,141	13,190		5,186	12,330		130,836
		Actual	51,476	29,217	14,608	12,755		5,009	12,319		125,384
Lexington	03	Proposed	18,115	10,028	5,013	4,367		1,717	3,851		43,091
		Actual	17,468	9,674	4,838	4,224		1,658	3,694		41,556
Lexington	04	Proposed	11,781	6,520	3,261	2,839		1,116			25,517
		Actual	11,363	6,292	3,146	2,747		1,078			24,626
Lexington	05	Proposed	39,650	21,945	10,973	9,560		3,759			85,887
		Actual	38,233	21,174	10,587	9,243		3,630			82,867
McCormick	04	Proposed	13,537	7,491	3,746	3,263		1,284			29,321
		Actual	13,052	7,229	3,614	-0-		1,240			25,135
Marion Co.		Proposed	57,024	31,562	15,782	13,748		5,408	15,957	24,619	164,100
		Actual	54,985	29,564	3,302	13,295		5,223	15,957	24,619	146,945
Marlboro	01	Proposed	46,481	25,727	12,865	11,207	14,928	4,407	12,751	14,276	142,642
		Actual	44,821	24,824	12,411	10,836	14,928	4,257	12,751	14,276	139,104
Newberry	01	Proposed	27,331	15,128	7,564	6,589		2,592	6,603	12,671	78,478
		Actual	26,355	14,596	7,298	6,371		2,503	6,603	12,671	76,397

TABLE 5

DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

ELIGIBLE RECIPIENT		Distribution	Subpart 2 (Basic)	Disadvantaged Section 102(a)	Handicapped Section 102(a)	Subpart 3	Subpart 4	Subpart 5	Adult Health Occ. Long Term	Adult Short Term	TOTAL
Orange	01	Proposed	50,192	27,782	13,891	12,099		4,758	19,731	13,410	141,863
		Actual	48,401	26,807	13,402	11,701		4,597	19,650	13,410	137,968
Orangeburg	01	Proposed	11,451	6,339	3,169	2,760		1,085			24,804
		Actual	11,043	6,117	3,058	-0-		1,048			21,266
Orangeburg	03	Proposed	33,969	18,802	9,400	8,189		3,220			73,580
		Actual	32,755	18,141	9,070	7,919		3,112			70,997
Orangeburg	04	Proposed	12,684	7,021	3,510	3,058	15,843	1,204			43,320
		Actual	12,231	6,773	3,387	6,950	15,843	1,161			46,345
Orangeburg & 02 & 05 Calhoun	01	Proposed	88,739	49,117	24,559	21,394	12,433	8,412	2,433		207,087
		Actual	85,566	47,388	23,696	20,688	12,433	8,125	821		198,717
Orangeburg	06	Proposed	10,547	5,836	2,919	2,542		999	2,487		25,330
		Actual	10,169	5,631	2,816	2,458		965	2,487		24,526
Orangeburg	07	Proposed	10,578	5,854	2,927	2,551		1,001			22,911
		Actual	10,200	5,649	2,825	2,466		824			21,964
Orangeburg	08	Proposed	5,682	3,144	1,572	1,369		537			12,304
		Actual	5,478	3,034	-0-	-0-		520			9,032
Pickens	01	Proposed	55,140	30,519	15,260	13,294		5,228	7,708	23,298	150,447
		Actual	53,169	29,446	14,725	12,854		5,049	7,708	23,298	146,249
Richland	01	Proposed	201,286	111,411	55,706	48,530		19,082		67,858	503,873
		Actual	186,353	107,496	53,749	46,925		18,431		67,858	480,812
Richland	02	Proposed	52,950	29,308	14,654	12,766		5,020	17,655		132,353
		Actual	51,060	28,277	14,141	12,344		4,849	17,655		128,326
Saluda	01	Proposed	13,557	7,504	3,752	3,269		1,284			29,366
		Actual	11,975	7,241	3,619	3,161		1,241			27,237

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TABLE 5
DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL
AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

ELIGIBLE RECIPIENT	Distribution	Subpart 2 (Basic)	Disadvantaged Section 102(a)	Handicapped Section 102(a)	Subpart 3	Subpart 4	Subpart 5	Adult Health Occ. Long Term	Adult Short Term	TOTAL
Spartanburg 01 & 02	Proposed	54,597	30,220	15,109	13,163		5,176			118,265
	Actual	52,647	29,156	14,579	12,728		4,997			114,107
Spartanburg 04 05 & 06	Proposed	66,593	36,858	18,430	16,054		6,314	32,451		176,700
	Actual	62,894	35,564	14,703	15,524		6,099	32,451		167,235
Spartanburg 03 & 07	Proposed	82,476	45,651	22,826	19,883		7,819	13,538		192,193
	Actual	62,940	44,047	8,360	19,226		4,517	3,854		142,944
Sumter 02 & 17	Proposed	102,094	56,510	28,255	24,616	39,531	9,679	21,760	29,006	311,451
	Actual	97,493	54,525	27,262	23,800	39,531	9,265	19,273	29,006	300,155
Union 01	Proposed	29,295	16,215	8,108	7,063		2,777	5,499		68,957
	Actual	28,251	15,645	7,822	6,830		2,593	3,283		64,424
Williamsburg 01	Proposed	60,317	33,385	16,692	14,542	22,913	5,719	13,894		167,462
	Actual	58,164	32,212	16,106	14,061	22,913	5,524	13,438		162,418
York 01	Proposed	21,465	11,881	5,940	5,175		2,035	5,342		51,838
	Actual	20,699	11,463	5,732	5,004		1,967	5,339		50,204
York 02	Proposed	13,958	7,725	3,864	3,365		1,324			30,236
	Actual	13,459	7,453	3,728	3,255		1,279			29,174
York 03	Proposed	54,088	29,939	14,969	13,041		5,128	8,851		126,016
	Actual	52,158	28,885	17,139	12,610		4,953	2,736		118,481
York 04	Proposed	10,103	5,592	2,796	2,437		957			21,885
	Actual	9,742	5,396	-0-	2,356		926			18,420
	Proposed									
	Actual									
State-LEA Sub-Total	Proposed	3,257,338	1,802,935	901,473	785,333	255,997	308,809	575,038	593,215	8,480,138
	Actual	3,089,571	1,695,747	826,275	754,899	255,997	293,019	490,772	593,215	7,999,495

TABLE 5
DISTRIBUTION OF FEDERAL FUNDS TO LOCAL EDUCATIONAL AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

ELIGIBLE RECIPIENT	Distribution	Subpart 2 (Basic)	Disadvantaged Section 102(a)	Handicapped Section 102(a)	Subpart 3	Subpart 4	Subpart 5	Adult Health Occ. Long Term	Adult Short Term	TOTAL
OTHER ELIGIBLE RECIPIENTS:	Proposed									
	Actual									
Dept. of Mental Health	Proposed			13,736						13,736
	Actual			17,788						17,788
Dept. of Mental Retardation	Proposed			108,564						108,564
	Actual			156,644						156,644
Dept. of Corrections	Proposed		179,950							179,950
	Actual		222,354							222,354
S. C. Opportunity School	Proposed		43,022							43,022
	Actual		53,160							53,160
S. C. School For The Deaf & Blind	Proposed			24,048						24,048
	Actual			31,141						31,141
S.C. Youth Services	Proposed		62,820							62,820
	Actual		77,622							77,622
Other Eligible Recipients SUBTOTAL	Proposed		285,792	146,348						432,140
	Actual		353,136	205,573						558,709
STATE TOTAL	Proposed ($)	3,257,338	2,088,727	1,087,821	785,333	255,997	308,809	575,038	593,215	8,912,278
	Actual ($)	3,089,571	2,048,883	1,031,848	754,899	255,997	293,019	490,772	593,215	8,558,204

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TABLE 6

III.A.6. DISTRIBUTION OF SPECIAL GRANT FEDERAL FUNDS TO LOCAL EDUCATIONAL AGENCIES AND OTHER ELIGIBLE RECIPIENTS - FY 1983

Eligible Recipient	Displaced Homemaker	Total
Greenville TEC	1,000	1,000

TABLE 7

III. A. 7. FY 1983 EXPENDITURES BY SERVICE AREA

Service Area	O.E. Code	Expenditures		
		Federal ($)	State/Local ($)	Total ($)
Agriculture Ed.	01.0000			
*SBVE				
Secondary		345,301	3,368,150	3,713,451
Adult		159,893	-0-	159,893
**SBTCE				
Postsecondary		14,098	455,823	469,921
SUBTOTAL		515,292	3,823,973	4,339,265
Marketing & Distributive Ed.	04.0000			
SBVE				
Secondary		166,451	1,623,606	1,790,057
Adult		787	-0-	787
SBTCE				
Postsecondary		20,880	675,167	696,047
SUBTOTAL		188,118	2,298,773	2,486,891
Health Occupations	07.0000			
SBVE				
Secondary		46,896	457,431	504,327
Adult		108,647	605,702	714,349
SBTCE				
Postsecondary		142,479	4,607,093	4,749,572
SUBTOTAL		298,022	5,670,226	5,968,248
Occupational Home Ec.	09.0000			
SBVE				
Secondary		70,229	685,028	755,257
Adult		1,549	-0-	1,549
SBTCE				
Postsecondary		1,992	64,421	66,413
SUBTOTAL		73,770	749,449	823,219
Business & Office Ed.	14.0000			
SBVE				
Secondary		1,490,157	14,535,344	16,025,501
Adult		52,071	-0-	52,071
SBTCE				
Postsecondary		207,649	6,714,359	6,922,008
SUBTOTAL		1,749,877	21,249,703	22,999,580
Technical	16.0000			
SBVE				
Secondary		--	--	--
Adult		--	--	--
SBTCE				
Postsecondary		147,834	4,780,217	4,928,051
SUBTOTAL		147,834	4,780,217	4,928,051

TABLE 7 (CON'TD)

III. A. 7. FY 1983 EXPENDITURES BY SERVICE AREA

Service Area	O.E. Code	Expenditures		
		Federal	State/Local	Total
Trade & Industrial Ed.	17.000			
SBVE				
Secondary.....		876,518	8,549,756	9,426,274
Adult		141,716	-0-	141,716
SBTCE				
Postsecondary		235,592	7,617,901	7,853,493
SUBTOTAL.....		1,253,826	16,167,657	17,421,483
Total SBVE				
Secondary.....		2,995,552	29,219,315	32,214,867
Adult		464,663	605,702	1,070,365
Total SBTCE				
Postsecondary.....		770,524	24,914,981	25,685,505
GRAND TOTAL..		4,226,739	54,739,998	58,966,737

*State Board for Vocational Education
**State Board for Technical and Comprehensive Education
***-Does not include $102,719 Federal section 102(a) setaside expended for Consumer and Homemaking short-term adult programs, and, $154,928 Federal funds plus $5,009,601 of state funds expended by State TEC for other programs/services.

TABLE 8

III. A. 8. DISTRIBUTION OF FEDERAL FUNDS (SECTION 102a SETASIDE) TO TECHNICAL EDUCATION CENTERS FOR POSTSECONDARY EDUCATION - FY 1983

Name of Center	Proposed Distribution	Actual Distribution
Aiken TEC	$ 27,617	$ 26,491
Beaufort TEC	20,794	19,946
Chesterfield-Marlboro TEC	37,145	35,630
Florence-Darlington TEC	61,426	58,921
Greenville TEC	91,332	87,607
Horry-Georgetown TEC	41,286	39,602
Midlands TEC	124,308	119,238
Orangeburg-Calhoun TEC	58,225	55,850
Piedmont TEC	70,066	67,209
Spartanburg TEC	68,897	66,087
Sumter TEC	65,742	63,061
Tri-County TEC	80,418	77,138
Trident TEC	129,798	124,505
Williamsburg TEC	19,173	18,391
York TEC	35,778	34,319
TOTAL	$932,005*	$893,995**

*This amount does not include $10,440 for Energy Education and $30,000 for the V-TECS Consortium.

**This amount does not include $10,067 for Energy Education, $4,210 for Data Collection (Student follow-up), and $30,000 for the V-TECS Consortium awarded to State TEC under separate grant awards.

IV. ACHIEVEMENT OF GOALS TO MEET EMPLOYMENT NEEDS

In FY 1983, a total of 122,076 persons were enrolled in occupational training programs offered through the vocational-technical education system operating in South Carolina (refer to Table 9). This enrollment total of 122,076 students reflects programs at the secondary, postsecondary, and adult instructional levels offered in the 54 area vocational centers, 221 high schools, and 16 technical institutions located throughout the State.

A total of 22,151 students successfully completed vocational-technical occupational training programs during the FY 1982 school year and were potential candidates for meeting the manpower needs of the State in FY 1983 (refer to Table 10). The placement follow-up of the FY 1982 student completers and leavers are shown in Tables 11 and 12.

Employer survey forms were returned for 406 completers of the total 787 completers followed-up (51.6 percent response rate). Employers were asked to rate vocational and technical education completers that they hired in terms of technical knowledge, work attitude, work quality, and relative preparation for work. Employer responses indicated an above average rating for vocational and technical education completers from each service area (refer to Table 13).

In April of 1983, the time period during which the student placement follow-up survey was conducted, the percent of the FY 1982 completers/leavers (responding to the survey) that were unemployed was 16.4% for Vocational Education and 18.9% for Technical Education.

The vocational-technical education system operating in South Carolina continues to make a significant contribution in meeting the training needs of population groups served and the employment needs of business/industry. However, efforts must continue to be made during the decade of the 80's in order for vocational-technical education to keep pace with and effectively respond to the changing training/support service needs of people and the skill training requirements of employers.

TABLE 9

IV. A. ACHIEVEMENT OF FY 1983 ENROLLMENT GOALS:

Service Area/Agency	ENROLLMENT* Actual	Projected	Difference (%)
AGRICULTURE			
VOC. ED. -	9430	11921	
TEC -	396	552	
TOTAL -	9826	12473	-26.9%
DISTRIBUTIVE ED.			
VOC. ED. -	4373	4885	
TEC -	6795	2359	
TOTAL -	11168	7244	+35.1%
HEALTH OCCUPATIONS			
VOC. ED. -	1694	2085	
TEC -	4358	4231	
TOTAL -	6052	6316	-4.4%
OCC. HOME ECONOMICS			
VOC. ED. -	1856	2255	
TEC -	538	262	
TOTAL -	2394	2517	-5.2%
BUSINESS			
VOC. ED. -	39032	31004	
TEC -	11168	17531	
TOTAL -	50200	48535	+3.3%
TECHNICAL			
VOC. ED. -	--	--	
TEC -	11532	10351	
TOTAL -	11532	10351	+10.2%
TRADE AND INDUSTRIAL			
VOC. ED. -	23123	26270	
TEC -	7781	12149	
TOTAL -	30904	38419	-19.3%
GRAND TOTAL			
VOC. ED. -	79508	78420	
TEC -	42568	47435	
TOTAL -	122076	125855	-3.1%

*Enrollment figures reflect occupational courses only.

TABLE 10

IV. B. FY 1983 - SUPPLY AND DEMAND

Service Area/Agency	Supply 1/ Projected Supply	Supply 1/ Completions	Projected Employment Demand
AGRICULTURE			
VOC. ED. -	1781	1778	
TEC -	77	97	
TOTAL -	1858	1875	1520
DISTRIBUTIVE ED.			
VOC. ED. -	1026	1631	
TEC -	178	295	
TOTAL -	1204	1926	9110
HEALTH OCCUPATIONS			
VOC. ED. -	865	453	
TEC -	846	931	
TOTAL -	1711	1384	2300
OCC. HOME ECONOMICS			
VOC. ED. -	530	792	
TEC -	46	52	
TOTAL -	576	844	1940
BUSINESS			
VOC. ED. -	4277	4237	
TEC -	1055	1447	
TOTAL -	5332	5684	6540
TECHNICAL			
VOC. ED. -	-0-	-0-	
TEC -	693	936	
TOTAL -	693	936	1260
TRADE & INDUSTRIAL			
VOC. ED. -	5622	8380	
TEC -	932	1162	
TOTAL -	6554	9502	12090
GRAND TOTAL			
VOC. ED. -	14101	17231	
TEC -	3827	4920	
TOTAL -	17928	22151	34760

1/ - Students completing Vocational-Technical Programs in FY 1983 (Potential Supply)

TABLE 11

IV. C. 1 VOCATIONAL EDUCATION FOLLOW-UP OF FY 1982 COMPLETERS/LEAVERS

SERVICE AREA	FY 1982 COMPLETERS AND LEAVERS	FY 1983 PLACEMENT FOLLOW-UP* (50% Sample)													
		Pursuing Additional Education		Military and not in Labor Force		Available** For Placement		Employed In Field		Employed Out of Field		TOTAL EMPLOYED		UNEMPLOYED	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AGRICULTURE	1984	1424	71.8	109	5.5	451	22.7	99	5.0	200	10.1	299	15.1	152	7.7
MARKETING AND DISTRIBUTION	2047	889	43.4	113	5.5	1045	51.1	331	16.2	219	10.7	550	26.9	495	24.2
HEALTH OCCUPATIONS	532	350	65.8	21	3.9	161	30.3	-0-	-0-	54	10.2	54	10.2	107	20.1
OCCUPATIONAL HOME ECONOMICS	1013	557	55.0	76	7.5	380	37.5	101	10.0	92	9.1	193	19.1	187	18.5
BUSINESS EDUCATION	7218	3812	52.8	337	4.7	3069	42.5	980	13.6	969	13.4	1949	27.0	1120	15.5
TRADES AND INDUSTRY	9882	4577	46.3	801	8.1	4504	45.6	957	9.7	1885	19.1	2842	28.8	1662	16.8
TOTAL	22676	11609	51.2	1457	6.4	9610	42.4	2468	10.9	3419	15.1	5887	26.0	3723	16.4

*Sample Follow-Up Results Expanded to Total Completer and Leaver Count.
**Available for Placement in a job.

TABLE 12

IV. C. 2 TECHNICAL EDUCATION FOLLOW-UP OF FY 1982 COMPLETERS/LEAVERS

SERVICE AREA	FY 1982 COMPLETERS AND LEAVERS*			FY 1983 PLACEMENT FOLLOW-UP (20% Sample)													
				Pursuing Additional Education		Military and not in Labor Force		Available** For Placement		Employed In Field		Employed Out of Field		TOTAL EMPLOYED		UNEMPLOYED	
	U	S	R	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AGRICULTURE	262	52	15	1	6.7	2	13.3	12	80.0	6	40.0	5	33.3	11	73.3	1	6.7
MARKETING AND DISTRIBUTION	1274	254	57	7	12.3	9	15.8	41	71.9	12	21.1	12	21.1	24	42.2	17	29.7
HEALTH OCCUPATIONS	2238	448	107	20	18.7	6	5.6	81	75.7	48	44.9	12	11.2	60	56.1	21	19.6
OCCUPATIONAL HOME ECONOMICS	228	45	9	0	0	2	22.2	7	77.8	2	22.2	3	33.4	5	55.6	2	22.2
BUSINESS EDUCATION	10116	2023	454	51	11.2	44	9.7	359	79.1	165	36.3	103	22.7	268	59.0	91	20.1
TECHNICAL EDUCATION	49[illegible]	988	196	26	13.3	12	6.1	158	80.6	78	39.8	48	24.5	126	64.3	32	16.3
TRADES AND INDUSTRY	7056	1412	234	36	15.4	20	8.5	178	76.1	72	30.8	67	28.6	139	59.4	39	16.7
TOTAL	26110	5222	1072	141	13.2	95	8.9	836	77.9	383	35.7	250	23.3	633	59.0	203	18.9

*U-Universe; S-Sample; R-Response.
**Available for placement in a job.

TABLE 13

IV. D. SUMMARY: EMPLOYER FOLLOW-UP OF FY 1982 COMPLETERS/LEAVERS PLACED IN FIELD

Service Area		Mean Rating (Scale of 1 to 5 - Highest Rating 5)					
		Number of Respondents	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Agriculture	Voc Ed	4	3.25	4.5	3.92	3.25	5.0
	TEC	2	4.0	5.0	5.0	5.0	5.0
Distributive Ed.	Voc Ed	16	4.19	4.33	4.23	4.37	4.62
	TEC	6	4.0	4.33	4.17	4.17	4.6
Health Occupations	Voc Ed	31	4.29	4.55	4.38	4.32	4.63
	TEC	27	4.33	4.41	4.48	4.37	4.56
Occ. Home Ec.	Voc Ed	5	4.2	4.0	4.2	4.4	4.6
	TEC	1	5.0	5.0	5.0	5.0	5.0
Business	Voc Ed	75	3.95	4.5	4.32	4.2	4.63
	TEC	90	4.15	4.57	4.4	4.23	4.67
Technical	TEC	48	4.06	4.46	4.21	4. 0	4.32
Trade & Industry	Voc Ed	61	3.95	4.44	4.26	4.09	4.5
	TEC	40	4.05	4.4	4.28	3.92	4.61
TOTAL	Voc Ed	192	4.02	4.46	4.29	4.18	4.6
	TEC	214	4.13	4.49	4.35	4.15	4.56

V. PROGRAM/SUPPORT SERVICE PLANS - FY 1983

A. SUBPARTS 2 AND 3

1. PURPOSE: STATE ADMINISTRATION

·AGENCY: STATE BOARD OF EDUCATION (DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL EDUCATION)

·MISSION:

The mission of the Office of Vocational Education, State Department of Education, is to efficiently and effectively: supervise and manage all vocational education funds provided by the State and Federal Government; render maximum service to vocational education in the public school system; keep local school administrators and the general public informed as to the problems and needs of vocational education; provide for the professional improvement of vocational teachers and ancillary/administrative staff; administer all vocational education policies and procedures adopted by the State Board of Education; and assure compliance by local educational agencies with all State and Federal rules and regulations.

·FY 1983 UTILIZATION OF FUNDS (SUBPART 2 AND 3)

	FEDERAL	STATE	TOTAL
PROPOSED:	1,025,880	1,025,880	2,051,760
ACTUAL:	991,939	2,454,092	3,446,031

V.A.1. STATE ADMINISTRATION

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
a. Planning	
1.) To provide technical assistance to LEA's in establishing and utilizing advisory committees.	Teachers were provided technical assistance and encouraged to organize and use advisory committees composed of representatives of groups to be served. This was done during on-site evaluation visits and inservice programs conducted during the annual vocational education conference and special inservice sessions requested by local school districts.
2.) To provide technical assistance to teacher coordinators in planning and utilizing the cooperative/work experience method of instruction.	Technical assistance was provided to teacher coordinators utilizing the cooperative/work experience method of instruction during on-site visits and through inservice sessions at annual conference. In addition, a statewide conference on the cooperative method of instruction was conducted for school administrators and teacher coordinators.
3.) To assist LEA's in identifying strategies for utilizing equipment and facilities shared with local businesses/ industries.	During the month of September, 1982, an in-service workshop was held with mandatory attendance required for the LEA's who expressed desires to host Business-Industry-Education Days, twenty BIE Days were held throughout the school year, with attendance exceeding 2,000.
4.) The OVE will provide leadership and financial resources for LEA's to sponsor business-industry-education days for the purpose of developing the necessary positive linkages between vocational education and the community.	Close contact is maintained, both at the state and local levels, between vocational education and the technical education system. Many centers are utilized in the "Special Schools" program of the technical system. One of the "Program Standards for Vocational Education" focuses upon the articulation between secondary and post-secondary education.
5.) The OVE will provide leadership and technical assistance in helping LEA's to coordinate with higher education and the technical education system in the state.	During a statewide inservice in December 1983, Industrial Directories were distributed to all in attendance. The directories published by the State Development Board and normally priced at $25.00, were obtained through contacts with the SDE and distributed free of charge.
6.) The OVE will provide LEA's with information about the leading industries in the respective communities.	The State Plan for Vocational-Technical Education requires that a comprehensive guidance plan be submitted. This plan identifies all guidance and student service activities, including field trips, guest speakers, etc. One "Program Standard for Vocational Education" relates to this area.
7.) The OVE will provide information to LEA's on methods of utilizing the resources of the community to develop a more comprehensive vocational program (field trips, guest speakers, career orientation, etc.).	A booklet, "How Your Advisory Committee Can Work For You" was produced by the Office of Vocational Education and over 4,500 copies have been distributed. A second printing is being planned.
8.) The OVE will provide LEA's with information on the organization and development of program advisory committees, which is the best method to develop a communications network and community resources.	

V.A.1. STATE ADMINISTRATION

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
9.) To provide each local education agency with information about the leading industries in their respective areas that may be receptive to the career preparedness of vocational students.	Through collaboration with the South Carolina Employment Security Commission, each vocational center guidance counselor received monthly, the publication, South Carolina Employment Trends. This publication provides information regarding new industries in the State, employment trends and information pertinent to the career preparedness of students.
10.) To provide technical assistance and instruction in contacting and maintaining information on businesses/industries that employ vocational education completers/leavers.	A panel of vocational counselors/job placement coordinators outlined instruction in contacting and maintaining information on businesses and industries that employ vocational completers for participants of Vocational Guidance and Placement Summer Conference.
11.) To provide expertise to the LEA's on the methods of utilizing business/industry leaders as resource persons in the vocational education programs.	Over 275 vocational counselors, job placement coordinators, teachers and administrators received inservice on the methods of utilizing business/industry leaders as resources in vocational education during five (5) regional workshops and one (1) state-wide workshop.
12.) To provide consultation to the LEA's for taking students into the work environment in order to acquaint them with the nature of work.	LEA's representatives participating in the Summer Vocational Conference were provided with a tour of a local manufacturing firm and were provided with methods of taking students in the work environment in order to aquaint them with the world of work. Review of local guidance plans indicates that this activity is an active component of vocational programs.
13.) To meet with state leaders of community organizations to develop policy statements for career education. 14.) To exemplify collaborative efforts between community organizations and school districts via workshops and printed material.	Through cooperative planning, career education in-service was provided to teachers, counselors, librarians, administrators and community persons at the State Career Education Conference, orientation workshop, annual vocational education conference, regional guidance workshops, specialized career education workshops, community sponsored meetings, and various training sessions.
15.) To provide technical assistance to LEAs and other eligible recipients in the planning of new facilities or expansion of existing facilities.	Plans for all new vocational education facilities submitted by local school districts were reviewed by the Program Planning and Development staff. Recommendations based on program needs and objectives were provided.
16.) To review and make recommendations on equipment requests submitted by LEAs and other eligible recipients.	Equipment lists were made available, upon request, to all administrators and were used to review and make recommendations for the approval of requests submitted by school districts for new and expanding programs.
17.) Coordinate with other staff members and the Office Director in the establishment of a review committee. (It is recorded	A committee was established to review requests for funds for the construction and equipping of vocational facilities. The five-year plan

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
that legislation might permit only a bieenial submission of this plan.)	was revised and submitted, through the State Board of Education, to the Joint Bond Review Committee and the State Budget and Control Board in December, 1982. The State Legislature did not entertain State bond funding requests during the 1983 legislative session.
18.) With this committee's help, review, revise as necessary, and distribute construction applications to all district superintendents and center directors.	
19.) Receive applications, coordinate their review, obtain clarification where needed.	
20.) With the committee's help, prepare a revised five-year plan.	
21.) Submit revised plan, through the State Baord of Education, to the Joint Bond Review Committee and the State Budget and Control Board.	
22.) To provide services to increase the awareness of the functions of the South Carolina Occupational Information Coordinating Committee in the total vocational education program.	Participation in a special training workshop by the Management Information Unit Consultant resulted in clinical experience using the CIP Code Crosswald Tables. The new CIP Code system was federally mandated for use on the 1983 VEDS Report. SCSOIC reviewed a computer software package containing job descriptions and related occupations. This package also contained locations of vacancies in each job category. Knowledge of this software being applicable to our state resulted in useful information for the new job training partnership program.
23.) To assist local education agencies in maintaining a correspondence network between the local education agency and the South Carolina Occupational Information Coordinating Committee.	
24.) To provide consultation in the development of guidance and counseling activities for vocational students that may be implemented through the services of the South Carolina Occupational Information Coordinating Committee.	
25.) To continue to serve as a member of the South Carolina Occupational Information Coordinating Committee in an advisory capacity.	Provided the SCSOIC a copy of the 1982-83 regular Vocational Enrollment Report. This state report represented reports from the 92 school districts showing 124,376 students enrolled in vocational education during the 1982-83 school year.
26.) To provide, upon request, pertinent vocational enrollment and supply data.	
27.) To identify vocational education user needs, at both the State and local levels (content, format, and timing).	A survey of user needs was conducted and it was determined that currently available occupational information, through the S. C. Employment Security Commission, was adequate.
28.) To analyze the existing occupational system outputs (in terms of content, format, and timing) and identify discrepancies in relation to needs.	

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
29.) Prepare a summary of proposed occupational information system output changes and submit to SCOICC for appropriate action.	
b. Employment Demand	
1.) Provide employment data and technical assistance to all LEAs and other eligible recipients in establishing quality vocational education programs in areas with high employment demand.	The Vocational Education staff assisted LEA's and other eligible recipients in interpreting and utilizing Employment Security Commission data and other reports identifying employment needs and trends in the development of local school districts' annual and long range plans. Funds appropriated by the State legislature to purchase vocatonal education equipment will be used to equip new programs or to upgrade existing programs to meet the needs of advancing technologies.
2.) To identify programs which address new and emerging occupations and provide technical assistance to local education agencies in implementing these programs.	The Office of Vocational Education in cooperation with the CETA Division of the Governor's office completed a study which identified new and emerging occupations in South Carolina. The results of the study were inconclusive and therefore not utilized. Other information obtained from professional meetings and journals was utilized in providing assistance to LEAs and other eligible recipients in modifying existing programs and establishing new programs.
3.) Provide funds for training, retraining, and job skill upgrading, of adults and out-of-school youth.	All schoo' districts within the state have the opportunity to secure funds for training, retraining, and upgrading the job skills of adults and out-of-school youth. During the 1982-1983 school year, well over 20,000 adults and out-of-school youth received training through these funds. Funds are allocated out on a formula basis.
4.) Provide assistance to local vocational administrators in conducting needs assessments to determine which adult vocational programs should be offered.	Through the Research Coordinating Unit and the Area Vocational Center Coordinators Section, technical assistance is available to the LEA's in the process of conducting thorough needs assessments. Sample assessments are available to LEA's. Approximately 40 of the area vocational centers have conducted thorough needs assessments.
5.) To provide technical assistance to LEAs to strengthen existing adult vocational programs through more effective leadership and management of local resources.	The Office of Vocational Education provided technical assistance to local education agencies to enable them to meet the manpower needs identified by business and industry through a comprehensive program to train, retrain and upgrade job skills for adults and out of school youth. Enrollment on these programs reached 22,076. A summary of the adult enrollment by service area for FY 1983 is listed below:

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED

Service-Area	FY 83 Enrollment Long-term	Short-term	Total
Agricultural Ed.	423	6,762	7,185
Marketing & Distributive Ed.	16	90	106
Health Occupations	466	1,783	2,249
Consumer and Homemaking	-	3,284	3,284
Occupational Home Economics	17	72	89
Business Education	11	2,962	2,973
Trade & Industrial Ed.	173	5,809	5,982
Prevocational Ed.	-	208	208

The Agricultural Education staff assisted LEA's in the development of applications for funds to place teachers of agriculture on extended contracts. One of the requirements for extended contracts is to provide high quality vocational programs to meet the needs of adults and out of school youth in agricultural production and agribusiness. All applications were reviewed and school districts were notified of approval status.

The Health Occupations Education State Consultant provided technical assistance to LEA's in utilizing special funds allocated to provide long term health occupation programs to meet local and regional manpower needs in three areas: practical nursing, operating room technician and dental assisting. The Office of Vocational Education staff assisted LEA's in completing and submitting application for funds. Appropriate Office of Vocational Education staff reviewed the applications and notified school districts of approval status. The occupational training provided in these programs enabled 100 percent of the graduates to successfully meet licensing or certification requirements and seek employment in the occupational field for which training was provided.

Short-term courses in each of the vocational program areas provided training, retraining and skill upgrading in a variety of occupational areas. The Office of Vocational Education staff provided technical assistance to LEA's in designing, updating and evaluating courses to meet local manpower needs.

6.) To provide technical assistance to LEAs in developing and implementing articulation agreements with local post secondary institutions.

Occupational home economics programs have been provided with V-TECS curriculum materials which stress the task-oriented approach in classroom instruction. Inservice is provided annually on Performance-Based Instruction techniques. On-site evaluations revealed that

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
7.) To provide technical assistance in vocational administrators and teachers to implement PBVE as the basis for determining student achievement and the ability to pursue continued training at the post secondary level, including advanced placement.	these materials are being used in conjunction with more traditional approaches. Demand for food service and child care workers is high in South Carolina.
8.) To provide technical assistance to LEAs in developing and implementing articulation agreements with local post secondary institutions.	The Office of Vocational Education staff monitored during on-site evaluation visits the degree to which programs in the high schools and vocational centers of the State's school districts are articulated with compatible curricula in the technical colleges in South Carolina. Technical assistance was provided to those school districts found to be in non-compliance with approved standards. Specific recommendations included: 1) developing or updating the written articulation agreements, 2) communication among faculties, 3) avenues that permit students to move from secondary to postsecondary programs with advanced placement granted through equivalency and/or proficiency evaluations, and 4) sharing of facilities and staff.
9.) To provide technical assistance to vocational administrators and teachers to implement PBVE as the basis for determining student achievement and the ability to pursue continued training at the post secondary level, including advanced placement.	Technical assistance and inservice meetings were provided to assist teachers in establishing performance based vocational education (PBVE) curricula as a basis for assessing student achievement and ability to pursue continued training at the postsecondary level, including advanced placement.
10.) To provide materials and resources to counselors and teachers to assist in student assessment and exploration of training opportunities in high technology jobs.	Sixty-five vocational guidance counselors were provided materials and resources at a conference to assist in student assessment and exploration of training opportunities in high technology jobs. These were then applied at the local level to increase student awareness. In addition 112 counselors received in-service related to high technology at regional workshops.
11.) To assist counselors, teachers, and administrators in the development of recruitment strategies to attract students toward vocational courses that might lead to high technology nontraditional jobs.	A manual, Guidelines For Recruitment of Secondary School Students For the Vocational Education Centers of South Carolina, was printed and distributed to counselors. This manual relates to recruitment of students into high technology nontraditional jobs.
12.) To provide vocational education students with guidance and counseling in selecting post-secondary training that is compatible with their interests, abilities and needs.	A review of local vocational guidance and placement plans indicates that guidance and counseling activities to assist students in choosing post-secondary training are active components of local vocational programs.

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
13.) To ensure that resources and materials on training for employment in high technology skill occupations are integral components of the vocational education program.	A review of the comprehensive vocational guidance and placement plans indicates that resources are being used in local programs to orient students to high technology occupations.
14.) To provide support and assistance in the development of articulation agreements between vocational education and post-secondary training institutions.	Through on-site visits, evaluation of vocational programs, correspondence to LEAs and other activities, technical assistance is provided the LEA's in the development of articulation agreements between vocational education and post-secondary training institutions. Articulation, both at the state and local levels, is constantly encouraged and developed. Through the Program Standards for Vocational Education, articulation between secondary and post-secondary institutions is monitored. During FY 83 evaluations, approximately 90% of the comparable programs throughout the state were articulated. Advanced placement, facility, and instructor sharing were found in most instances.
c. Program Relevancy	
1.) To provide technical assistance to LEA's in establishing and utilizing advisory committees.	Teachers were provided technical assistance and encouraged to organize and uitlize advisory committees composed of representatives of the groups to be served. This was done during on-site evaluation visits and inservice programs conducted during the annual vocational education conference and special inservice sessions requested by local school districts.
2.) To provide technical assistance to LEA's in utilizing the cooperative method of instruction.	
3.) To provide technical assistance to LEA's in the establishment and maintenance of effective communications with business and industry.	Technical assistance was provided to teacher coordinators utilizing the cooperative method of instruction during on-site visits and through inservice sessions at annual conference. A statewide conference on the cooperative method of instruction was also conducted for school administrators and teacher coordinators.
4.) The OVE will assist the LEA's in developing and implementing a comprehensive needs assessment to determine the needs of business and industry and the local	Approximately 40 of the area vocational centers have conducted thorough needs assessments. A specific standard within the "Program Standards for Vocational Education" addresses this area and is monitored during each visit. Technical assistance from the OVE is available upon request.
5.) The LEA's will solicit and obtain the views of business/industry and the community in terms of program offerings and relevancy of the complete vocational program.	Close rapport exists between the OVE and all state agencies dealing with economic and skill development. Regular contact is made and maintained.

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6.) The OVE will maintain a close working relationship with agencies dealing with job skills and employment development (ESC, Vocational Rehabilitation, S. C. Development Board).	At the school level, an advisory council is maintained as well as program advisory committees for the program areas. These councils and committees deal with the areas of program offerings and the relevancy of vocational programs.
7.) To provide technical assistance to LEA's in establishing and utilizing local advisory councils and program advisory committees.	Program Planning and Development staff members provided technical assistance and encouraged teachers to organize and utilize advisory committees so as to meet program standard requirements. This was done during on-site evaluation visits and inservice programs conducted during the annual vocational education conference and special inservice training sessions requested by local school districts.
8.) To provide technical assistance to LEA's that will enhance the involvement of advisory committees in the placement of vocational education completers and leavers.	Vocational guidance and placement programs were provided with copies of a Forum Report of counselors and job placement coordinators on the effective utilization of advisory committees in vocational guidance and placement.
9.) To provide expertise in the selection of advisory committee members who will support the administrators, teachers, counselors, and other school officials in the development of vocational training activities in the school and community.	Counselors, job placement coordinators, and others attending the Summer Conference were provided inservice and a copy of the publication, How Your Advisory Committees Can Work For You.
10.) To assist the LEA's in planning and implementing activities so that advisory committee members will have input in the total vocational guidance program.	65 vocational guidance counselors and job placement coordinators were inserviced during the Summer Vocational Conference on the effectiveness of advisory committees in vocational guidance and placement programs.
11.) The OVE will provide technical assistance to LEA's in the organization and successful implementation of the vocational council and committees.	Technical assistance from the Office of Vocational Education is provided to all LEA's in the organization and implementation of successful advisory councils and committees. Twenty workshops have been conducted throughout the state in this area. The "Program Standards for Vocational Education" address these areas and are utilized in the monitoring process.
12.) The OVE will develop a guide dealing with program advisory committees. The guide will deal with: -Organization -Activities -Functions -Officers -Purposes -Meetings -Selection of Members -Other appropriate areas.	A guide "How Your Advisory Committee Can Work For You" was developed and over 4,500 copies have been distributed. Preparations are being made for a second printing.
13.) The OVE will assist the LEA's in planning and implementing activities so that the local advisory council and program advisory committees will have a positive input into the total vocational program.	Technical assistance is available from the Office of Vocational Education in this area. Through our monitoring system, the procedures and actions of council and committees recommendations and follow-through is checked.

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14.) The community resources will be better utilized by the LEA's in the total vocational education program.	A specific standard within "Program Standards for Vocational Education" addresses the effective utilization of community resources. Schools are required to document and present evidences that community resources are utilized in the total vocational education program. Field trips and guest speakers coming into the classroom are strongly encouraged.
15.) The communications network between the school and the community will be improved through the advisory council and program advisory committee.	A booklet, "How Your Advisory Committee Can Work For You" was produced by the Office of Vocational Education and over 4,500 copies have been distributed. A second printing is being planned.
16.) To develop in cooperation with the Curriculum Development Section, curriculum materials relevant to the needs of vocational education programs.	The Program Planning and Development Section in cooperation with the Curriculum Development Section developed the following curriculum materials for use by vocational teachers and administrators. -Parliamentary Procedure Made Easy -Computer Literacy -Teaching Reading in Vocational Education -Working with Handicapped Students in Vocational Education -Your Careers in Agriculture-Brochure -Identification of Horticultural Plants-Slides -Welding Curriculum Guide -Industrial Sewing Modules -Business Education Recruitment Package -Health Occupational Education II-Classroom Delivery Package -Ward Clerk V-TECS Guide-Classroom Delivery Package -Clothing and Textiles-Student Modules and Teacher Guides -Human Development-Student Modules and Teacher Guides
17.) To review and make recommendations through the state textbook adoption process.	All textbooks adoptions scheduled in FY 1983 were postponed until FY 1984 because of budget reductions.
18.) To provide information relative to available instructional materials to vocational education programs.	A listing of all available curriculum materials produced by the Office of Vocational Education was provided to all local school districts. New curriculum materials were inserviced and disseminated during the annual vocational education conference. Materials produced prior to FY 1983 were available to local school districts on request.
19.) To review all newly developed curriculum materials to assure that they are free of sex bias and sex-role stereotyping.	During FY 83, all newly developed curriculum materials have been reviewed to assure that they are free of sex bias and sex stereotyping.

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20.) To provide LEA's with up-to-date equipment lists for all vocational education programs. 21.) To review and make recommendations regarding equipment lists submitted by LEA's.	The Program Planning and Development staff reviewed and made recommendations for the approval of equipment lists for new and/or expanding programs and to replace worn out or obsolete equipment.
22.) Coordinate with other staff members and the Office Director in the establishment of a review committee. 23.) With the committee's help, revise as necessary the requests for replacement of obsolete/inoperable equipment that are on file. 24.) Submit revised plan, through the State Board of Education, to the Join Bond Review Committee and the State Budget and Control Board. (It is recorded that legislation might permit only a biennial submission of this plan.)	A committee was estabished to review requests for funds to replace obsolete/inoperable equipment. The five-year plan was revised and submitted, through the State Board of Education, to the Joint Bond Review Committee and the State Budget and Control Board in December, 1982. The State legislature did not entertain State bond funding requests during the 1983 legislative session.
d. Program Effectiveness	
1.) Conduct on-site reviews of 20% of the vocational education programs offered to assess program quality.	During the 1982-83 school year, on-site evaluation visits were conducted in 20 percent of the school districts. The reviews involved 516 vocational teachers and their administrators in 51 high schools and 11 area vocational centers. The vocational education program standards adopted by the State Board in December of 1980 were used for the on-site reviews.
2.) Conduct follow-up reviews of previous on-site evaluations to assess the extent of program improvements.	Following each on-site review, the school district and/or center was provided a summary of findings and recommendations for program improvement. Written evaluation reports were also submitted to the State Advisory Council for Vocational-Technical Education to assist the Council in securing data on vocational programs. An analysis of reports resulting from the on-site reviews revealed the following strengths in vocational education programs: -Increased utilization of vocational education advisory councils. -Effective administrative and management systems for the delivery of vocational education programs. -Improved public relations activities. -Increased use of community resources. -Compliance with state licensing/regulatory board requirements.

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	-Greater emphasis on sex equity. -Improved systems for cooperation and articulation between area vocational centers and post-secondary programs. The analysis of evaluation reports revealed the following needs in vocational education programs: -More effective planning for performance-based instruction within vocational programs. -Greater emphasis on systematic self-assessments to determine if existing programs meet current and projected manpower needs and the need of students. -Greater coordination between prevocational education programs and secondary skill training programs. -Increased utilization of program advisory committees. -Replacement of obsolete equipment in order to provide learning environments comparable to actual work settings. School districts submitted Program Improvement Plans for all areas in which non compliance with the vocational education program standards were identified. The Office of Vocational Education staff assisted all local school districts requesting assistance in the development of their Program Improvement Plans. Follow-up evaluations were conducted by an Office of Vocational Education staff member in all school districts evaluated in FY 1982 to determine the extent to which the Program Improvement Plans were carried out.
3.) Provide technical assistance to local school districts in the development and implementation of plans for program improvement.	The Agricultural Education staff planned, coordinated or conducted the following activities of the South Carolina Association of Future Farmers of America (FFA). -Annual State FFA Convention-300 students and teachers participated. -Summer camping program at Cherry Grove-400 students and advisors participated. -Chapter Officer Leadership Conference-125 students and advisors participated. -Competitive events at the district and state levels-1250 students participated. -Participation in the National FFA Convention in Kansas City, Missouri by 102 students and advisors. The Marketing and Distributive Education staff planned, coordinated or conducted the following activities for the Distributive Education Clubs of America (DECA) members in South Carolina.

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	-Participation in Southern Region Conference, Savannah, Georgia-90 students. -Local Officers Training Conference, Columbia-354 students. -District Competitive Events Meetings: McDuffie, Union, Wilson and Goose Creek-960 students. -State Career Development Conference, Charleston-603 students. -Participation in National Career Development Conference, New Orleans-45 students. The Health Occupations Education Consultant planned, conducted or coordinated the following HOSA activities: -One-day Leadership Training Workshop for local chapter officers and advisors. Approximately 128 students and teachers attended. -Competitive events in four districts. Approximately 391 students and teachers participated in these learning events. Judges for the events were obtained from local business and industry. -Statewide leadership conference. Approximately 300 students and teachers attended the two-day event. -Participation of a South Carolina delegation to the Sixth National HOSA Conference held in San Antonio, Texas, 53 students and advisors attended. The Home Economics Education staff planned, coordinated and conducted the following activities for Future Homemakers of America-HERO members in FY1983: -Four FHA-HERO District Meetings-1,035 students and advisors attended. -Four FHA-HERO District program of work conferences-1,147 students and advisors attended. -State Leadership Conference in Greenville-411 students and advisors attended. -Student Leadership Training Conference at Mt. Rest-83 students and advisors attended. -FHA-HERO Advisor Training Meeting at Mr. Rest-33 advisors attended. The Business Education staff planned, coordinated or conducted the following activities for the Future Business Leaders of America (FBLA) members in South Carolina: -District Leadership Conferences in Greenville, Columbia, Orangeburg and Florence-1,788 students and advisors participated. -State Leadership Conference in Myrtle Beach-720 students and advisors participated.

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	-National FBLA Conference in San Francisco, California-36 students and advisors participated. -Four local chapter officer workshops in Greenville, Lake City, Columbia and Walterboro-587 students and advisors participated. -Regional FBLA meeting in Virginia Beach, Virginia. Twenty-seven students and advisors attended. The Trade and Industrial Education staff conducted the following leadership training activities for the Vocational Industrial Clubs of America (VICA) members in FY 1983: -Two district leadership training workshops-315 students and teachers participated. -One Statewide Leadership Conference-576 students and teachers participated. -Participated in the National VICA Conference in Louisville, Kentucky-38 students and teachers attended.
4.) Form committee to review the forms and the process used. 5.) Coordinate the preparation of forms to be used and their distribution. 6.) Monitor the submission of local plans, their review and final approval.	In February, 1983 a committee reviewed the local plan forms and the process for approving the local applications. Recommendations for changes were incorporated in selected forms, and local plans were mailed to LEA's Completed local plans were received for approval.
7.) Conduct evaluations at 20% of the area vocational centers during FY '83 using the Vocational Program Standards and the Defined Minimum Program.	Eleven of the fifty-four (54) area vocational centers were evaluated during FY '83 by members of the Office of Vocational Education, teacher educators and various field personnel. Vocational Program Standards and the Defined Minimum Program were the instruments used in these evaluations.
8.) Require a Program Improvement Plan to be developed and submitted to the Office of Vocational Education for any Program Standard not being met as determined by the evaluation.	One-hundred (100) percent of the area vocational centers evaluated during FY '83 submitted Program Improvement Plans to the Office of Vocational Education. These PIPs address all standards identified by the evaluation as not being in compliance. Actions to be taken to correct these deficiencies are submitted along with a timetable for the inception of these actions.
9.) To prepare and submit the FY 1982 VEDS Report to the National Center for Educational Statistics on or before December 1, 1982.	The FY 1982 VEDS Report for South Carolina was prepared and submitted to NCES on on November 24, 1982.
10.) To prepare and submit the final drafts of the FY 1984 State Plan and FY 1982 Accountability Report to the U. S. Depart-	The final drafts of the FY 1984 State Plan and FY 1982 Accountability Report for Vocational-Technical Education in South Carolina were

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
ment of Education on or before June 30, 1983.	prepared and submitted to the U. S. Department of Education on May 26, 1983.
11.) To implement twenty (20) new or revised Prevocational Education instructional modules and kits containing supplemental equipment and supplies.	Developed and implemented a kit delivery-return system to make technical equipment available for the twenty (20) revised Prevocational Education instructional modules.
12.) To develop and/or revise twenty (20) additional Prevocational Education modules and supplemental materials.	Revised eighteen (18) Prevocational Education instructional modules and developed one new instructional module.
13.) Monitor the coordination between prevocational programs and occupational skill programs during evaluation visits.	Eighteen (18) school districts with forty four (44) teachers were monitored to determine the coordination between Prevocational Education Programs and Occupational Programs during evaluation visits.
14.) Provide inservice programs addressing guidance and placement services for vocational teachers during the annual vocational education conference.	All of the 51 high schools and 11 area vocational education centers evaluated by the Office of Vocational Education in FY 1983 were examined to determine the extent to which guidance and placement services are available to all students. The program standards adopted by the State Board of Education in 1980 served as the bases for the assessment of services available to students.
15.) Assess the quality and extent of guidance and job placement services during on-site evaluation visits.	
16.) Provide technical assistance in local education agencies.	Local school districts whose standards for guidance and placement services were found to be in non-compliance were provided technical assistance and specific recommendations to correct the deficiencies.
17.) To provide in-service and technical assistance in conducting individual and group guidance activities as part of the total vocational guidance program.	112 vocational guidance counselors and job placement coordinators were inserviced at four (4) regional guidance workshops in conducting individual and group activities; 65 vocational guidance and placement participants were inserviced at a state-wide conference.
18.) To develop needed competencies for vocational guidance and placement counselors through appropriate inservice sessions.	In-service sessions were conducted for vocational guidance and placement counselors to develop needed competencies during four separate times during FY 83: Summer Conference-65 participants, Pre-employment Training Workshops-275 participants, four (4) Regional Workshops-112 participants and New Guidance and Placement Personnel Workshop-10 participants.
19.) To review local vocational guidance plans to ensure that relevant activities are part of the total vocational education process.	Each funded vocational guidance position in the local vocational education plans submitted a comprehensive vocational guidance plan for review by the State Consultant for Vocational Guidance and Placement. Plans indicate that relevant activities are part of the total vocational education process.

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
20.) To provide the leadership to ensure that a job placement philosophy and goals are active components of the local vocational education program.	New vocational guidance and placement personnel are inserviced annually on the State's job placement philosophy and local guidance plans are reviewed to insure that job placement goals are part of the local vocational guidance and placement comprehensive plans submitted with the local vocational plans of the LEAs.
21.) To assist local education agencies in collecting and reviewing follow-up data on vocational completers/leavers as means of improving the placement rate of vocational graduates.	112 vocational counselors and job placement coordinators from the LEAs were inserviced during four (4) regional workshops in collecting and reviewing follow-up data of vocational completers/leavers on the utilization of data as a means of improving local programs.
22.) To provide technical assistance to the LEA's in the development of pre-employment training and job retention skills for students enrolled in vocational education.	Over 275 counselors, job placement coordinators, teachers and administrators from the LEAs were inserviced during five (5) regional workshops and one (1) state-wide workshop on the development of pre-employment training and job retention skills for all students.
23.) To provide technical assistance to guidance and placement personnel on the need for the provision of support systems for students that pursue nontraditional programs of study.	Resources pertaining to support services to students that pursue nontraditional programs of study are made available to guidance and placement personnel as such resources become available.
24.) The OVE will provide technical assistance and in-service activities related to the total vocational guidance program. Areas of a program to be covered include: -Counseling -Recruitment -Testing -Scheduling -Career Exploration -Pre-Employment Skills -Placement -Follow-up.	Five in-services were held on a state-wide basis on activities related to the total vocational program. Numerous in-services were held at the local levels on a request basis. Over 60 guidance coordinators attended and participated in the annual Summer Vocational Conference. Individual technical assistance is provided for all new guidance and placement coordinators both in a group and individual manner.
25.) The OVE will review the guidance and placement plans in local school districts yearly application to ensure that relevant activities are a portion of the total vocational guidance and placement program.	Local school districts are required to submit an annual plan of guidance and placement coordinators each year. This plan is submitted in December and is closely monitored by the consultant for vocational guidance and placement. Plans are maintained.
26.) The OVE will provide LEA's with technical assistance and inservice activities to develop and maintain a positive linkage between vocational education and the community.	Five in-services were held on a statewide basis by the vocational guidance and placement consultant on activities related to the total vocational program. Twenty area vocational centers hosted Business-Industry-Education Days which are designed to develop and maintain positive linkages between education and industry. Over 2,000 attended these activities.

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
27.) The OVE will provide leadership to ensure that vocational education programs emphasize job placement as a total part of the school's philosophy.	A major responsibility and accountability of any institution is the effective placement of the program completers. A follow-up of year 1982 completers of area vocational center programs found that approximately 88% were positively placed. The unemployment rate was around 12% which was considerably lower than the same age group without occupational training.
28.) The OVE will provide leadership and technical assistance to assure that vocational completers have received instruction in job seeking skills, job applications, job maintenance skills, and other appropriate areas.	A publication "Job Seeking: How and Where" was developed by the Office of Vocational Education and distributed statewide through in-service activities. All centers, high schools, middle schools, and junior high schools have access to both the instructor and student manuals. The booklets are still available upon request.
29.) The OVE will provide technical assistance to LEA's in the method of collecting and reviewing follow-up data.	The maintenance of follow-up data is an integral part of the total guidance and placement program. The previously mentioned guidance and placement plans are evaluated to determine if the follow-up area is properly addressed.
30.) Plan, coordinate and conduct two professional development seminars for Office of Vocational Education staff. Plan, coordinate and conduct professional development seminars for local vocational administrators during the annual vocational education conference.	Two professional development seminars were planned, coordinated and conducted for the Office of Vocational Education staff. All professional staff members attended and improved leadership skills.
31.) Conduct two staff development conferences for state and local vocational administrators to be held in the fall and spring of FY '83.	Staff development conferences were conducted for state and local administrators on December 13, 1983 and March 16, 1983.
32.) To provide assistance to all trade and industrial education teachers to aid them in meeting the teacher certification requirements for full certification under the provisions of Act 187. This assistance shall include: -Assistance in preparing for the basic skills examination. -Assistance in preparing for the pedagogy examination. -Assistance in establishing an Individual career development plan. -Assistance in preparing for the Technical Skill Examination.	Information on the Basic Skills, Trade and Pedagogy Examinations was mailed to 173 applicants for Trade and Industrial Teacher Certification. Regulations and renewal requirements were provided on a request basis to administrators and applicants.
33.) A committee of local T&I educators, teacher educators, and State Department of Education staff will meet to revise course content in methods, management, course organization and evaluation.	A committee of twelve T&I educators including administrators, teacher educators, instructors and State Department of Education staff was formed to review and revise the Methods Course for vocational teachers. The committee deve-

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	loped a syllabus for the methods course that would assist T&I teachers in preparing for the pedagogical examination, the triple EEE examination, the APT observation and other skills needed for vocational teaching. Recommendations were also made for the selection and/or development of curriculum materials to accompany the syllabus in order to assure the continuity of the course content.
34.) Meetings will be held with SEA media specialist consultants and elementary guidance consultants for input on the training sessions content.	An inservice package was developed to accompany an orientation videotape on career education in the elementary school setting. At the annual conference guidance counselors were made aware of this resource. Media specialists and elementary consultants have been provided inservice as to use.
35.) Inservice opportunities will be offered to the State's elementary teachers, media specialists and guidance consultants in two geographical locations.	Four regional awareness workshops on career education programs were offered. As a result of the exposure provided through these workshops, fourteen local educational agencies began career education programs. Many others have expressed an interest in developing or adopting programs.
36.) Conduct an annual conference to improve the technical skills and professional competencies of all vocational teachers in the state. 37.) Conduct professional development inservice training sessions with local administrators and teachers as requested by LEA's.	The Office of Vocational Education conducted a statewide conference for vocational education teachers and administrators in Columbia, July 26-29, 1982. The conference consisted of a general session for all conferees and sessions in each service area. The conference, designed to update professional and technical skills, was attended by 1,100 teachers and administrators.
38.) To provide technical assistance to local school districts in planning and implementing inservice programs for vocational personnel.	The Agricultural Education staff conducted a one day conference October 1, 1982 for timber harvest teachers and industry advisors. Fifteen persons attended. The Trade and Industrial Education staff conducted workshops on utilizing PBVE curriculum materials in Carpentry. A total of 20 teachers attended the three day conference. The Agricultural Education staff, in cooperation with Clemson University Department of Agricultural Education, conducted a two day inservice conference on January 7-8, 1983 for new teachers of agriculture. Topics included: Planning the Program of Study; Utilizing Performance Based Curriculum Materials; Problems Encountered by New Teachers, Supervised Occupational Experience Programs; and Duties and Responsibilities of Teachers on Extended Contracts.

V.A.1. STATE ADMINISTRATION

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	The State Consultant for Special Program conducted an inservice meeting for 10 vocational teachers on curriculum development for disadvantaged and handicapped students. At the request of LEA's the Home Economics Education staff conducted inservice sessions on Performance-Based Vocational Education and standards for vocational education. Seven sessions were attended by 147 vocational teachers and administrators. The Home Economics Education staff cooperated with the Education Services Department, Citizens and Southern Bank of South Carolina to provide four professional development training sessions in the area of family financial planning. These sessions were attended by 112 home economics teachers. The Health Occupations Education Consultant conducted the following inservice training sessions for vocational administrators and teachers: -One inservice education conference for 10 teachers on performance-based instruction. -One day inservice meeting for 25 teachers on competency-based competitive events. -One orientation session for three new teachers. Trade and Industrial Education staff conducted the following workshops and conferences for teachers to update technical skills and competencies. -Three day PBVE Workshop for 20 Carpentry teachers. -One day V-TECS Guide workshop for 80 Masonry teachers. -Four workshops on Auto Emission Control for 50 teachers. -Two workshops for Air Conditioning and Refrigeration teachers. Twenty five teachers attended. -Two VICA Leadership Training Conferences for 200 students and advisors. The Business Education staff conducted the following inservice workshops for teachers to perform basic operations using microcomputers: -Two workshops on Word Processing for 48 teachers. -Two workshops on Data Processing for 43 teachers. -Five Computerized Accounting Workshops for 105 teachers.

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	-Three Microcomputers Application Workshops for 64 teachers. -Four Word Processing and Data Processing Workshops in conjunction with South Carolina Business Education Association. Ninety teachers attended.
39.) A conference will be held in July to provide inservice programs for all vocational service areas.	The 1983 Annual Vocational Educators Conference was held July 25-27. Inservice meetings were conducted for all service area, vocational administrators, and guidance personnel. There were 1100 plus registered participants and fifty-five commercial exhibits providing current information on curriculum material and equipment.
e. Program Access/Student Recruitment	
1.) To provide technical assistance to all 92 local school districgs and other eligible recipients to ensure that comprehensive and relevant vocational programs and services are available to all secondary students.	The Program Planning and Development staff provided technical assistance and program services to local school districts in establishing active advisory committees. The Vocational Education staff assisted LEA's in utilizing needs assessments data to upgrade existing programs, expand enrollment to meet identified manpower needs and establish new programs. The Office of Vocational Education staff provided technical assistance to local school districts in the development of local plans. All 93 school district plans were reviewed for compliance by Office of Vocational Education staff members and school districts were notified of approval status. The Program Planning and Development Section staff assisted local school district personnel in interpreting vocational education program standards and state and federal policies and procedures related to vocational education. The State staff promoted activities to insure equal access to vocational education programs by both male and female students through work with school administrators, inservice meetings of teachers, and distribution of materials which provide strategies in eliminating sex bias in vocational education programs and services. The Home Economics Education section provided a four-hour workshop on student recruitment and retention. This was conducted for school guidance counselors, home economics teachers and student teachers by the Home Economics Education unit, Office of Vocational Education.
2.) To provide the LEA's with materials and methods of orienting potential vocational	A manual delineating materials and methods of orienting potential vocational education students

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
education students to the career preparedness aspects of vocational education programs.	to the career preparedness aspects of vocational education programs was published and distributed to all vocational counselors in the State. A guide was developed for Prevocational Education Program to provide information, Program Standards, policies and concepts for school administrators and Prevocational Education teachers. The guide serves as a reference for curriculum and instructional preparation. 112 vocational counselors and job placement coordinators from the LEA's were provided materials and methods of conducting activities for potential vocational students as related to the career preparedness aspects of vocational programs during sessions of four (4) regional workshops.
3.) To provide support and assistance in increasing the coordination between prevocational classes and vocational education programs as a means of orienting potential students to vocational education opportunities.	Counselors and job placement coordinators were inserviced during the Summer Vocational Conference on the articulation of vocational programs and prevocational programs in feeder schools and area vocational centers.
4.) To provide leadership in introducing the concept of vocational training opportunities as part of the career development of elementary and middle school students.	Eleven projects developed innovative approaches and materials in career education for elementary and middle school students. In addition, a career education course was developed for middle school children. An inservice package for promoting career education was developed. The results of the projects were presented to participants at a Statewide conference. Fourteen local education agencies adopted National Diffusion Network projects relating to career education. 65 vocational guidance and placement participants received inservice during a state-wide conference on methods of conducting vocational orientation programs for elementary and middle school students..
5.) To provide technical assistance to the local education agencies in the retention of vocational education students.	Vocational guidance and counseling programs at the comprehensive high schools and area vocational centers along with the administrative officers at these institutions were provided with a list of suggested activities for the retention of vocational education students. 112 vocational guidance counselors were inserviced on methods of reducing attrition in vocational education programs. Review of vocational guidance plans indicates that student retention is an active component of LEA's activities.

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
6.) To provide consultation to enhance the guidance and counseling services available to vocational education students.	Twenty-four (24) on-site visits were made to local vocational guidance and counseling programs to provide consultation in developing local guidance plans and activities, evaluation of programs and to provide technical assistance in enhancing the guidance and counseling services available to vocational education students.
7.) The OVE will provide leadership and opportunities for LEA's to implement career development programs for upper elementary and middle school students.	A course was developed, revised and piloted related to a middle school career exploration. The CYLUC-W Consortium continued work in the career education infusion process. In the consortium 18 elementary schools educated teachers as trainers for the infusion process in career education.
8.) Vocational education opportunities will be available to all students of the state.	The admission policies and procedures for enrollment of students in vocational education programs of five (5) local school districts/area vocational centers are reviewed annually to ensure that no criteria or other requirements exist which limit participation of students on the basis of race, color, sex or handicap. When necessary, action is taken to correct any discrepancies in this regard.
9.) To ensure that career awareness activities stressing nontraditional courses and careers are active components of the recruitment efforts of vocational education students.	Each funded vocational guidance position's guidance plan was reviewed by the State Vocational Guidance Consultant to ensure that career awareness activities were active componets in the recruitment of all students for vocational programs. A review is made of the recruitment and promotional activities of five (5) local school districts/centers annually so as to ensure that these efforts, or the lack of such efforts, do not create or perpetuate stereotypes through text or illustration and limit student participation on the basis of race, color, national origin, sex or handicap. Corrective measures are required with the availability of technical assistance, upon request, to local school districts/centers in correcting any discrepancies found in this regard. A session was held at the annual conference for guidance counselors related to recruitment activities stressing non-traditional courses. Sixty-one counselors were registered for the session. Guidance plans are reviewed to determine if career awareness activities are addressed and on site reviews are conducted to determine if such plans are implemented.

V.A.1. STATE ADMINISTRATION

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
10.) To provide expertise in the formation of community support ot show students that the community and employers support students in nontraditional careers.	During four (4) regional guidance workshops, 112 guidance counselors and job placement coordinators received inservice and a copy of the publication, Women in the Labor Force: Changing Roles and Goals, in order to provide information on the employment of students in non-traditional careers. A Career Education Conference was held. One hundred fifty participants attended. A session was conducted at the conference, entitled "Community Involvement In Career Education," which included support in non-traditional careers. Agreements and other related procedures utilized in the operation of cooperative vocational programs, work-study programs, and job placement programs are reviewed in five (5) local school districts/centers annually to ensure that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap. Corrective measures are taken when discrepancies are identified in this regard. Selected employers (183) across the state were provided with technical assistance via a Department of Education produced publication entitled "Helping the Nontraditional Student: Counseling, Job Development, Job Placement" to assist students that graduate from nontraditional vocational education programs.
11.) To provide relevant materials, inservices, and advice in implementing strategies for recruiting students for nontraditional training programs.	65 vocational guidance and job placement coordinators were inserviced and provided materials during a state-wide conference on developing strategies for the recruitment of students in nontraditional training programs. Area vocational center counselors were provided a copy of the study, Guidelines for Recruitment of Secondary School Students for the Vocational Education Centers of South Carolina. A desk audit is conducted annually, of nineteen (19) school districts and participating area vocational centers, for the purpose of identifying disproportionate enrollments in vocational education programs by race, sex and handicap. Technical assistance is made available, upon request, to districts/centers in developing techniques and approaches to enhance the enrollment of males or females, minorities or handicapped students in programs in which these groups traditionally have not been represented.

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	The Resource Library is continually updated as new information and resources become available.
12.) To provide LEAs with training resource materials on recruitment strategies.	A continual effort has been made to make training materials on recruitment available to LEAs. The Resource Library, workshops, technical assistance are but a few of the strategies employed to achieve this goal.
13.) To assist LEAs in the establishment of policies and procedures that will enhance the participation of students into all vocational programs, regardless to sex.	Policies and procedures that enhance student participation in all vocational programs are being developed for LEAs that request assistance in this area. District policies and procedures are reviewed during on-site visitations scheduled throughout the year to determine if such policies and procedures result in denial of services. A review of policies and procedures of five (5) districts/centers is conducted annually to ensure that an equal opportunity policy statement is current and that such policy statement be included in appropriately printed literature and in the annual notification to students, parents and the general public of nondiscrimination in vocational education programs. When necessary, measures are taken to correct any discrepancies in this regard.
14.) To provide funding for disadvantaged programs in 92 local education agencies.	In FY 1983, all school districts received set aside funds to provide vocational programs for 18,721 disadvantaged students. A total of 18,101 students were mainstreamed in regular vocational programs and 620 students were enrolled in self-contained programs.
15.) To provide funding for handicap programs in 92 local education agencies.	In FY 1983, all school districts received set aside funds to provide vocational programs and support services for 7,498 handicapped students. Types of programs are as follows: -Mainstreamed With support 2,858 No support 2,958 -Self-contained programs With support 1,336 No support 366
16.) To provide consultation to the LEA's in the assessment of special needs students for placement in vocational education programs.	65 LEA representatives participated in an inservice session conducted during a statewide conference on the assessment of special needs students for placement in vocational education programs.

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
17.) To provide technical assistance in guidance and counseling services for disadvantaged and handicapped students in order that they may explore career possibilities related to their interests and abilities.	Participants of the Summer Vocational Education Conference were provided with literature pertinent to guidance and counseling services for disadvantaged and handicapped students relative to their interests and abilities in enrolling in vocatonal education programs.
18.) To provide consultation to the LEA's in the development of recruitment and admission policies that aid in the accommodation of individuals who are handicapped, disadvantaged, minorities, etc.	Several on-site visits were made to LEA's to provide consultation on topics such as the development of recruitment and admission policies that aid in the accommodation of individuals who are handicapped, disadvantaged, minorities, etc.
19.) A committee of local T&I educators, teacher educators, and State Department of Education staff will revise the course content of required professional education courses to provide information on how to encourage disadvantaged, handicapped, minority, etc., students to enroll in thier programs.	A committee met to revise the course content of the Methods Course, which must be taken by all T&I instructors seeking certification. The course provides information on how to encourage disadvantaged, handicapped, minority, etc. students to enroll in their programs. AS a result, all new T&I instructors now receive this specialized training.
20.) The OVE will provide leadership and consultation to the LEA's in the assessment of special needs students.	On each vocational program evaluation report, comments and recommendations were provided to local school districts on assessing and providing services to special needs students.
21.) The OVE will assist the LEA's in the development of admission policies that aid and accommodate individuals who are handicapped, disadvantaged, minorities, etc.	Students admission policies were reviewed through both the vocational program evaluation and the Methods of Administration system. Assistance was provided LEA's whose efforts to serve the handicapped, disadvantaged, and minorities were limited.
22.) The OVE will review recruitment programs of LEA's to assure that the disadvantaged, handicapped, minority, etc., are actively sought for vocational programs.	LEA's are required to address provisions for handicapped, special needs, and minority students in their recruitment plan for vocational education programs. These plans were reviewed for all LEA's by the Office of Vocational Education.
23.) The OVE will provide consultation to the LEA's to assure that all community resources are developed and used to better adapt the special population to vocational programs.	LEA's were asked to address vocational programs for special populations through their Local Advisory Councils for Vocational Education to assure that all possible community resources were being utilized to provide positive learning experiences to this targeted group of students.
24.) To fund one displaced homemaker project to operate during FY 83.	One displaced hoemaker program was funded during FY 1983. The program conducted at Greenville TEC served 104 displaced homemakers.

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
25.) To assist the LEA's in planning counseling and job placement services that will enhance educational and employment opportunities for adult displaced homemakers enrolled in vocational education.	Vocational guidance and placement programs were inserviced on developing plans for vocational guidance and placement programs during a session of the Summer Conference. Program planning included provisions for adult displaced homemakers enrolled in vocational education.
26.) To provide information to the LEA's on new and emerging occupations in order to assist the displaced homemaker in selecting appropriate skill training opportunities.	65 LEA representatives were provided information relative to new and emerging occupations in computer technology during a session of statewide conference.
27.) To provide technical assistance to the local education agencies to provide supportive counseling and job placement activities for displaced homemakers who enter programs designed to prepare individuals for jobs which have been traditionally limited to men.	Local vocational guidance and counseling programs received technical assistance in providing supportive services for displaced homemakers through the following means: statewide inservice sessions, published materials, and on-site visits to local education programs. Projects have been funded to increase efforts to provide improved placement opportunities for persons in nontraditional jobs, including displaced homemakers.
28.) To negotiate and develop budgets and program guidelines for the operation of YETP and SYEP programs in School Districts and Vocational Centers in South Carolina.	Two YETP contracts totalling $370,016 were funded during the period September 1, 1982 through May 31, 1983. Seven school districts received grant awards to implement Work Experience and Transition Services programs for 830 economically disadvantaged secondary school youth. Two SYEP contracts totalling $1,287,388 were funded during the summer of 1983. Thirty-seven grant awards were issued to school districts and vocational centers to provide one or more of the following activities: Prevocational Training, Preemployment services, Work Experience and Vocational Exploration. Approximately 2,900 economically disadvantaged youth participated.
29.) To provide technical assistance in the form of one general orientation session for each grant, on-site visits, telephone contact and correspondence.	Technical assistance was provided to all program grantees through on-site visits, telephone contact and correspondence. A YETP orientation session for seven grantees was held on September 8, 1982. An orientation session for thirty SYEP grantees was held on July 1, 1983.
30.) To ensure program compliance with Federal Regulations by monitoring each subgrantee at least once during the grant award period.	Each local grantee was monitored at least once during the grant award period in order to ensure program compliance.

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
f. Public Relations	
1.) To provide technical assistance to vocational administrators and teachers to develop and implement an effective public relations program to inform school personnel, students, parents, employers, advisory council members and the community of the educational objectives, activities and accomplishments of vocational education.	The Office of Vocational Education staff monitored during on-site evaluation visits the degree to which an effective public relations program exists. Technical assistance was provided to those school districts whose public relation program did not meet the minimum requirements defined in the Standards for Quality Vocational Education Programs. The Business Education staff disseminated to local school districts a Business Education Recruitment Package to business education teachers across South Carolina. The package included six basic materials: 1) a booklet for use as a resource in planning course sequence for students; 2) a brochure (informational) for distribution among 9th and 10th graders; 3) a bulletin board; 4) an information brochure on FBLA; 5) a description listing of recruitment ideas including masters for bulletin board illustrations; and, 6) 10 posters. A handout entitled Public Relations for Vocational Education was compiled by the Home Economics Education staff and disseminated to Vocational Home Economics teachers and vocational administrators during the Annual Conference. A coordinated effort between the Home Economics Education staff and a South Carolina businessman resulted in an annual microwave competition for Vocational Home Economics Education students. This competitive event receives TV coverage and is a focal point of the Southern Home and Garden Show sponsored by the Greenville Home Builders Association. The Health Occupations Education Consultant disseminated informational brochures and other materials and suggested strategies for local administrators and teachers to use in developing and implementing an effective public relations program at the local level.
2.) To work with the Office of Public Information in providing news coverage of vocational education activities in all major South Carolina newspapers, radio and television stations.	Articles were sent to all major newspapers in the State during vocational education week. Public service announcements were sent to major radio stations. An interview was done on WIS-TV on a talk show related to vocational education. The annual vocational education conference was covered extensively by the media. A Vocational Education Journal was published twice and distributed.

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
3.) To work with all vocational center directors, secondary school principals and others in promoting vocational education awareness during vocational education week.	Material was distributed to all vocational center directors, secondary school principals and others to promote vocational education awareness during vocational education week.
4.) To work with all vocational center directors, secondary school principals, vocational guidance counselors and others in promoting public awareness and familiarity with vocational education at the local level on a systematic basis.	Nine sessions were held in guidance, directors and administrative workshops to assist professionals in techniques and methods of promoting vocational education.
5.) Professional staff members participate in AVA and SCVA activities.	The professional staff members participated in the annual SCVA conference and OVE sponsored meetings, read AVA journals, newsletters and articles relating to the latest trends in vocational education.
6.) The OVE will provide leadership and financial assistance for LEA's to sponsor an activity (BIE day) to create and develop community awareness of vocational education programs.	During September, 1982, an in-service workshop was held for all LEA's who expressed interests in hosting a Business-Industry-Education Day. The workshop was required if state funds were to be utilized. Approximately $11,000 was spent for these functions statewide.
7.) The LEA's will develop necessary activities (open house, visitations, etc.) to make the community aware of the total vocational education programs.	The majority of vocational programs throughout the state had open houses, and/or programs designed to develop community awareness. Twenty vocational centers hosted Business-Industry-Education Days.
8.) The LEA's will assure that the community is totally involved with the vocational programs and input and advice is sought.	Through the local advisory council, program advisory committees, open house, and other activities, the community is totally involved with the vocational programs. Input and advise is sought by the LEA's. The "State Plan for Vocational Technical Education" requires that each LEA have an advisory council, and that each service area and each course within the T&I service area have a program advisory committee.
9.) To coordinate the preparations for and participate in three (3) public hearings on the FY 1984 State Plan and FY 1982 Accountability Report by April 15, 1983.	Three (3) public hearings on the FY 1984 State Plan and FY 1982 Accountability Report for Vocational-Technical Education in South Carolina were held as follows: -March 29, 1983-Golden Strip AVC, Greenville, S. C. -March 30, 1983-North Charleston City Hall, Charleston, S. C. -March 31, 1983-Dept. of Health & Environmental Control, Columbia, S. C. (Peeples Auditorium)
10.) To distribute printed copies (700) of the FY 1983 Administrative Provisions manual by November 30, 1982.	Over 600 copies of the FY 1983 Administrative Provisions and FY 1981 Accountability Report for Vocational-Technical Education in South

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FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
11.) To distribute printed copies (600) of the FY 1981 Accountability Report by November 30, 1982.	Carolina were distributed on September 27, 1982, to all individuals/groups/organizations concerned with vocational education in the State.
12.) To distribute printed copies (700) of the FY 1983 Mini-Plan by December 17, 1982.	Over 5000 copies of the FY 1983 Mini-Plan for Vocational-Technical Education in South Carolina were distributed within the State and, as appropriate, to agencies/individuals outside the State on December 8, 1982. An additional 1800 copies were distributed on a request basis to local school districts, teachers and other groups throughout the remainder of the 1982-1983 school year.
13.) To provide technical assistance to state agencies, education institutions, professional organizations and the general public to increase awareness of the goals, objectives and accomplishments of vocational education.	The Agricultural Education staff provided technical assistance and maintained liaison with the following state agencies, federal agencies, education institutions, professional associations and organizations to increase public awareness of the goals, objectives and accomplishments of agricultural education. -Soil Conservation Service -Land Resources Commission -South Carolina Commission of Forestry -Clemson University -South Carolina Farm Bureau Federation -Farm Credit Banks -South Carolina Department of Agriculture -State and Regional Fairs -South Carolina Agriculture Teachers Association -Agricultural Stabilization and Conservation Service -Farmers Home Administration -South Carolina Association of Young Farmers -South Carolina Rural Rehabilitation Corporation -South Carolina Plant Food Educational Society -Pesticide Association of South Carolina -Pulp and Paper Industries of South Carolina The Marketing & Distributive Education staff maintained liaison, and communication with the following agencies, educational institutions, organizations and associations: -Winthrop College -University of South Carolina -American Vocational Association -South Carolina Vocational Association -National Association of Distributive Education Teachers -National Association of State Supervisors of Distributive Education, South Carolina Association of Distributive Education -Sales Marketing Executive International -South Carolina Merchants Association -Rotary International -Distributive Education Clubs of America

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	The State Consultant for Health Occupations Education maintained liaison and provided technical assistance to the following state agencies, educational institutions and organizations in the following manner: -Comprehensive Health Education Advisory Committee -Joint Health and Education Advisory Committee (State Department of Education and Department of Health and Environmental Control) -Statewide Master Planning Committee for Nursing Education -Executive Board of the Health Occupations Education Division of the South Carolina Vocational Association -South Carolina Association of Health Occupations Students of America -Chairperson, HOSA Incorporated, Board of Directors -National Association of State Administrators of Health Occupations Education The Home Economics Education staff provided technical assistance and maintained liaison with the following state and federal agencies, educational institutions and professional associations and organizations to increase public awareness of the goals, objectives and accomplishments of Vocational Home Economics Education. -American Vocational Association and South Carolina Vocational Association -National Association of Vocational Home Economics Teachers and the state affiliate -American Home Economics Association and the state affiliate -Home Economics Education Association -National Association of State Supervisors of Vocational Home Economics -South Carolina State Nutrition Council -South Carolina Council on Family Relations -South Carolina Home Economics Roundtable -Clemson University Home Economics Extension Service -Winthrop College -South Carolina State College -Lander College -South Carolina Council on Consumer Affairs The Business Education staff maintained liaison, and communication with the following agencies, educational institutions, organizations and associations: -Winthrop College -University of South Carolina -American Vocational Assocation

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
	-National Business Education Association -National Association of Business Education State Supervisors -South Carolina Vocational Association -Future Business Leaders of America The State Consultant for Special Programs provided technical assistance to the following state agencies during FY 1983. -Department of Mental Health -Department of Mental Retardation -Department of Youth Services -School for Deaf and Blind -Wil Lou Gray Opportunity School -Greenville TEC The Trade and Industrial Education staff provided technical assistance and maintained liaison with the following agencies, organizations and associations to increase public awareness of the goals, objectives and accomplishments of trade and industrial education. -State Board of Cosmetology -Clemson University -South Carolina State College -South Carolina Masonry Association -South Carolina Textile Manufacturers Association -South Carolina Needles Trades Association -State Board for Technical and Comprehensive Education -South Carolina Trade and Industrial Education Association -South Carolina Industrial Arts Association -Seventeen (17) Trade and Industrial Education Teacher organizations -South Carolina Department of Corrections
14.) To sponsor business-industry luncheons for the purpose of informing the community of the positive work and accomplishments of vocational education programs.	Twenty Business-Industry-Education Day functions were held throughout the state during FY 83. Over 2,000 business-industrial leaders, educators, and concerned citizens attended these functions. The objectives of the activities were to: improve and develop the communications system between education and the private sector, develop positive linkage functions, and create awareness of vocational education by the private sector.
15.) To keep the general public, higher education, State Development Board and employers informed as to the positive aspects of vocational education programs through news articles, broadcasts and other appropriate media.	Two issues of the South Carolina Vocational Education Journal were published and distributed to school boards, legislators, chambers of commerce, State Development Board, and others (4,700 copies distributed per issue). Also, during vocational education week, interviews were held on local radio and television stations. Newspaper articles are systematically published.

V.A.1. STATE ADMINISTRATION

FY 83 OBJECTIVE(S)	RESULT(S) ACHIEVED
16.) To work with all vocational center directors, secondary school principals and other vocational educators in promoting a positive image of vocational education at the local level with the general public, higher education, employers and the State Development Board.	All vocational center directors and principals were provided resources, techniques and encouragement for promoting a positive image of vocational education. Presentations related to vocational education were presented to the State Board of Education.
17.) Encourage vocational administrators to increase public relations activities in their local communities to inform the general public of activities taking place in vocational education programs.	All vocational administrators were encouraged at two staff development conferences to increase public relations activities. The program standards for vocational education also require an active PR program in each school district and area vocational center.
18.) Communicate with the State Development Board on a regular basis and arrange visitations to area vocational centers with Development Board personnel.	Active lines of communication continued to exist with personnel of the State Development Board. Numerous visitations to area vocational centers by state and local economic development representatives were made.
19.) Assist local school districts in planning business/industry functions such as meal activities and local advisory council and program advisory committee meetings.	Nineteen Business, Industry, Education Day functions were held in area vocational centers and school districts with the assistance of the Office of Vocational Education. The publication, "How Your Advisory Committees Can Work For You" continued to be distributed to LEA's.

V. A. 2. PURPOSE: LOCAL ADMINISTRATION

•AGENCY: STATE BOARD OF EDUCATION
(LOCAL DISTRICT SCHOOL BOARDS)

•RESULTS ACHIEVED:

The following Vocational Administrative personnel were funded under P. L. 94-482 in South Carolina during FY 1983.

•PERSONNEL:

	Proposed		Actual	
TITLE	No.	F.T.E.	No.	F.T.E.
County Vocational Director	23	14.6	10	9.3
Vocational Center Director	50	50.0	56	56.0
Assistant Center Director	15	14.5	21	20.5
Job Placement Coordinator	17	16.0	18	17.0
Adult Program Coordinator	3	2.2	3	3.0
Other*	41	10.0	39	0
TOTAL	149	107.3	147	105.8

*Includes secretaries/bookkeeping staff, etc.

•UTILIZATION OF FUNDS:

	Federal	State/Local	Total
PROPOSED:	$23,288	$3,177,286	$3,200,574
ACTUAL:	$23,108	$37,269,209	$37,292,317

V. PROGRAM GOALS, ACHIEVEMENTS, UTILIZATION OF FUNDS

B. BASIC GRANT PROGRAMS - SUBPART 2

1. PURPOSE: SEX EQUALITY PERSONNEL

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: The effects of sex bias and sex stereotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men.

·FY 1983 ANNUAL GOAL:

To develop and carry out such programs of vocational education within South Carolina so as to overcome sex discrimination and sex stereotyping in vocational education programs and thereby furnish equal education opportunities in vocational education to persons of both sexes.

·FY 1983 ANNUAL OBJECTIVES/RESULTS ACHIEVED:

a. To take the necessary action to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearing on the State Plan in accordance with 104.165.

·RESULTS:

Awareness raising activities have been structured and implemented on programs and activities in vocational education that are designed to reduce sex stereotyping, to include numerous workshops. Letters of invitation to public hearings concerning vocational education were sent to major women's organizations.

b. To conduct the activities required in the gathering, analysis, and dissemination of data on the status of men and women students and employees in vocational education programs in South Carolina.

·RESULTS:

Enrollment data on vocational students, by sex, as well as staff data, by sex was compiled and widely disseminated to vocational educators and to the general public, upon request.

c. To develop and support the actions required to correct any problems indicated by the activities described in (2), including creating an awareness of the Title IX complaint process.

·RESULTS:

The subject of grievance procedures is integrated in many workshops. Additionally, the designation of a Title IX coordinator is determined when on-site reviews of local systems are conducted concerning civil rights compliance. Five workshops were conducted during Fiscal year 1983.

d. To review local applications and distribution of grants to projects assisted under Public Law 94-482 to assure that the interests and needs of women are addressed in these projects.

·RESULTS:

Local applications for all local educational and state agencies that receive grants under P. L. 94-482 are reviewed to assure that the needs of women are addressed.

e. To review all vocational programs (including work study programs, cooperative vocational education programs, and placement of students who have successfully completed vocational education programs) in the state for sex bias.

·RESULTS:

Vocational programs are reviewed to determine if work study programs and cooperative vocational education programs are accessible to both sexes via on-site reviews and data analysis.

f. To review and submit recommendations to the Deputy Superintendent for Instruction for overcoming sex stereotyping and sex bias in vocational education programs for the Five-Year and Annual Program Plan, and to provide the Commissioner with the required statements of assurance of opportunity for review.

·RESULTS:

Each year a review of the year's activities are submitted in the Annual Superintendent's Report, along with suggestions and proposed plans for the following year.

g. To assist local education agencies and other interested parties in the State in improving vocational education opportunities for women.

·RESULTS:

Requests for assistance from local educational agencies and other interested parties are responded to in an expeditious manner via telephone, written correspondence and on-site visits.

h. To make available to the State Board, the State and National Advisory Councils on Vocational and Technical Education, the State Commission on the Status of Women, the Commissioner, and the general public, information on the status of women in vocational education in the State.

·RESULTS:

An annual review and analysis of enrollment data, by sex, is conducted, and is made available to state and local agencies and the general public.

i. To monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education. To review the self evaluations required by Title IX.

SUBPART 2 - SEX EQUALITY - ANALYSIS OF ENROLLMENT TRENDS

A comparision of fiscal years 1977 and 1983 enrollment data depicts some change in the percentage of males and females enrolled across vocational education programs.

A synthesis of the data shows a consistent increase in females enrolled in a large majority of agriculture related areas. There was a marked increase in females enrolled in agriculture, from 9 to 13 percent. More specifically, enrollment in pulpwood harvesting increased from 3 to 9 percent; agriculture science increased from 5 to 9 percent; environmental and natural resources occupations increased from 25 percent to 28 percent.

Distributive education has sustained an overall fair enrollment of males and females, with increases in female enrollees in the following areas: advertising services revealed an increase of 9 percent, from 53 to 62 percent; industrial marketing increased from 43 percent to 55 percent; sales and marketing increased from 37 percent to 72 percent; petroleum increased from 9 percent to 15 percent; and transportation increased from 23 percent to 53 percent. Male students showed increases in finance and credit, up from 20 percent to 30 percent; food services increased from 25 percent to 33 percent; and recreation and tourism increased from 53 percent to 64 percent. The courses that reflect overall balanced enrollments over this six year period are food distribution and general merchandise, with disproportionate enrollments in apparel and accessories, finance and credit, and floristry.

Health occupations has continually shown high female enrollments with small declines in practical nursing, nursing assistant and health occupations. Although health occupations have all female intensive programs, each course in this area has shown miniscule increases in male enrollees.

Historically, consumer and homemaking has had predominately female enrollments. However, over time, overall male participation has increased in almost every program. For example, males are 17 percent of advanced consumer and homemaking, up 10 percent. Consumer education has increased from 26 to 53 percent, and food and nutrition has increased from 17 to 32 percent. Like health occupations, consumer and homemaking has shown increases in male enrollment in every course, with the exception of family life education and human sexuality which have remained a constant 65 to 66 percent respectively.

Occupational home economics has shown significant increases of males in housing and home furniture service, up from 4 percent to 65 percent. Overall enrollment in this area for both sexes has been low, however. Child care services has increased from 1 percent male to 6 percent, while females continue to be heavily populated in clothing services, which was 94 percent female in 1977 and 100 percent female in 1983.

The limitation in analyzing enrollment data for business and office education is that all courses are collapsed under major areas which do not reflect a specific course enrollment. A more detailed look at males in courses for each major area is not possible. However, office occupations has shown some changes over time. The data processing major was 51 percent female and now is 67 percent female. All other programs have maintained the male/female ratio in enrollment with small increases in females in each major area.

A preponderance of courses come under the area of trade and industrial education. The courses that have shown the greatest increase in females are automotive services, up 24 percent; commercial art, up 23 percent; electricity, up 11 percent; and tailoring, up 34 percent. On the down side are radio and television repair, down 10 percent; textiles, down 7 percent and cabinetmaking, down 4 percent. The remaining trade and industrial education courses have shown only small changes or none at all.

Prevocational education and industrial education continue to show a marked male predomination. In 1977 the female prevocational education enrollment was 20 percent compared to 18 percent in 1983. In 1977, the female enrollment in industrial arts was 12 percent compared to 16 percent in 1983.

The table that follows (table 13 A) graphically illustrates in a more detailed fashion the composition of male and female enrollments by sex. The trends point to gradual shifts to more nontraditional training in vocational education and indicate potential problem areas that need to be addressed.

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TABLE 13 A

VOCATIONAL EDUCATION ENROLLMENT COMPARISON

. CODE	COURSE NAME	1976-77 ENROLLMENT			1982-83 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female
	AGRICULTURE						
000	Agriculture				73	14	19%
01	Agricultural Production	2,770	142	5%	1,914	156	8%
0101	Livestock Management	128	19	15%	22	0	0%
0102	Agricultural Science	3,902	359	9%	3,064	367	12%
0104	Ag. Product. Bus. Management	1,123	25	2%	542	51	9%
02	Ag. Sales and Services	151	27	18%	66	12	18%
03	Agricultural Mechanics	1,184	36	2%	1,200	84	7%
04	Agricultural Products	218	15	7%	25	5	2%
05	Ornamental Horticulture	1,560	453	29%	1,281	332	26%
0502	Floriculture	34	21	62%	43	4	9%
0506	Turf & Lawn Management	74	6	8%	1	0	0%
06	Enviro. & Nat. Resources Occ.	133	33	25%	98	27	28%
07	Forestry	334	20	6%	226	21	9%
0703	Pulpwood Harvesting	109	3	3%	107	11	10%
99	Ag. Experimental	67	16	24%	--	--	--
		12,417	1,175	9%	8,662	1,084	13%
	DISTRIBUTIVE EDUCATION						
00	Distributive Education				93	66	71%
01	Advertising Services	116	62	53%	144	89	62%
02	Apparel & Accessories	705	630	89%	678	616	91%
03	Automotive	207	12	6%	107	6	7%
04	Finance and Credit	65	52	80%	113	79	70%
05	Floristry	55	44	80%	26	20	77%
06	Food Distribution	328	166	51%	327	169	52%
07	Food Services	481	359	75%	508	342	67%
08	General Merchandise	1,280	835	65%	737	471	64%
09	Hardware, Building Mat.	45	7	16%	20	2	10%
10	Home Furnishings	126	99	79%	26	21	81%
11	Hotel & Lodging	46	17	37%	42	16	38%
12	Industrial Marketing	111	48	43%	76	42	55%
13	Insurance	30	9	30%	11	3	27%
14	International Trade	8	2	25%	9	3	33%
15	Personal Services	220	159	72%	159	122	77%

TABLE 13 A

VOCATIONAL EDUCATION ENROLLMENT COMPARISON

O. E. CODE	COURSE NAME	1976-77 ENROLLMENT			1982-83 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female
	DISTRIBUTIVE EDUCATION (continued)						
04.16	Petroleum	61	5	8%	39	6	15%
04.17	Real Estate	36	13	36%	17	7	41%
04.18	Recreation & Tourism	98	46	47%	42	15	36%
04.19	Transportation	123	28	23%	57	30	53%
04.20	Business Services	--	--	--	79	54	68%
04.21	Business Ownership	--	--	--	78	31	40%
04.22	Gen. Marketing	1,011	645	64%	452	297	66%
04.9900	Sales and Marketing, Other	176	43	37%	294	211	72%
		5,268	3,281	62%	4,134	2,718	66%
	HEALTH OCCUPATIONS						
07.0101	Dental Assisting	--	--	--	4	4	100%
07.0302	Practical Nursing	421	412	98%	118	112	95%
07.0303	Nursing Assistant	308	291	94%	152	147	97%
07.99	Health Occupations	674	611	91%	943	878	93%
		1,403	1,314	94%	1,125	1,141	93%
	CONSUMER & HOMEMAKING						
09.0101	Advanced Consumer & Homemaking	15,935	14,867	93%	11,145	9,301	83%
09.0102	Child Development	4,689	4,211	90%	3,231	2,663	82%
09.0103	Clothing & Textiles	5,540	5,177	93%	3,385	3,010	89%
09.0104	Consumer Education	2,733	2,037	74%	1,485	699	47%
09.0106	Family Life Education	9,017	5,720	63%	4,911	3,288	67%
09.0107	Foods & Nutrition	5,904	4,892	83%	6,064	4,104	68%
09.0109	Housing & Home Furnishing	3,064	2,750	90%	1,305	1,091	84%
09.0191	Human Sexuality	547	360	66%	829	548	66%
09.0192	Parenthood Education	--	--	--	2,779	2,120	76%
09.0198	Experimental	429	250	58%	349	213	61%
		47,858	40,264	84%	35,483	27,037	76%
	OCCUPATIONAL HOME ECONOMICS						
09.0201	Child Care Services	634	627	99%	564	530	94%
09.0202	Clothing Services	86	81	94%	90	90	100%
09.0203	Food Services	1,302	854	66%	1,102	724	66%

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TABLE 13 A

VOCATIONAL EDUCATION ENROLLMENT COMPARISON

E. CODE	COURSE NAME	1976-77 ENROLLMENT			1982-83 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female
	OCCUPATIONAL HOME ECONOMICS (cont'd)						
9.0204	Housing & Home Furnishing Services	53	51	96%	20	7	35%
9.0205	Instit. & Home Management Services	40	34	85%	52	49	94%
9.0299	Occupational Home Economics Exper.	69	69	100%	1	1	100%
		2,184	1,716	79%	1,829	1,401	76%
	OFFICE OCCUPATIONS						
4.00	Business and Office	--	--	--	2,668	1,928	72%
4.01	Accounting Major	2,611	1,952	75%	2,863	2,256	79%
4.0202	Keypunch Major	187	180	96%	--	--	--
4.0299	Data Processing Major	78	40	51%	456	304	67%
4.03	General Clerical Major	22,760	17,292	76%	14,449	11,012	76%
4.07	Stenographic Major	4,559	4,284	94%	1,677	1,579	94%
4.99	Sr. Intensified Program Major	185	180	97%	182	174	96%
		30,380	23,928	79%	22,295	17,253	77%
	TRADES & INDUSTRIAL						
7.01	Air Conditioning, Refrig. & Heating	1,247	12	1%	1,009	12	1%
7.02	Appliance Repair	163	3	2%	80	0	0%
7.0301	Automotive Body Repair	980	13	1%	1,041	38	4%
7.0302	Automotive Mechanics	3,750	77	2%	3,122	95	3%
7.0399	Automotive Services	69	1	1%	86	20	25%
7.06	Business Machine Maintenance	89	11	12%	--	--	--
7.07	Commercial Art	53	19	36%	78	46	59%
7.1001	Building Construction	3,661	163	4%	2,866	158	6%
7.1002	Electricity	2,762	84	3%	1,890	266	14%
7.1004	Masonry	3,212	84	3%	1,754	65	4%
7.1044	Tilesetting	40	5	12%	--	--	--
7.1005	Painting & Decorating	55	12	22%	73	18	25%
7.1007	Plumbing & Pipefitting	601	34	6%	914	68	7%
7.1100	Custodial Services	13	2	15%	--	--	--
7.13	Drafting	948	133	14%	965	168	17%
7.1400	Electrical Occupations	--	--	--	--	--	--
7.15	Electronics	429	24	6%	474	37	8%
7.1503	Radio & Television Repair	116	16	14%	47	2	4%

TABLE 13 A

VOCATIONAL EDUCATION ENROLLMENT COMPARISON

O. E. CODE	COURSE NAME	1976-77 ENROLLMENT			1982-83 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female
	TRADES & INDUSTRIAL (continued)						
17.0601	Dry Cleaning	1	0	0%	--	--	--
17.19	Graphic Communications	1,118	574	51%	969	569	59%
17.2302	Machine Shop	1,114	29	3%	1,054	44	4%
17.2304	Metalwork & Fabrication	4	0	0%	29	2	7%
17.2305	Sheet Metal	136	3	2%	157	3	2%
17.2306	Welding	1,635	24	1%	1,484	47	3%
17.2601	Barbering	--	--	--	31	1	3%
17.2602	Cosmetology	982	934	95%	1,303	1,230	94%
17.2800	Public Service Occupations	7	7	100%	--	--	--
17.2900	Quantity Food Occupations	23	11	48%	--	--	--
17.2903	Meatcutter	8	0	0%	--	--	--
17.2904	Waiter/Waitress	16	15	94%	--	--	--
17.3100	Small Engine Repair	781	17	2%	578	9	2%
17.3300	Textiles	676	197	29%	410	92	22%
17.3302	Tailoring	135	85	63%	74	72	97%
17.3399	Industrial Sewing	1,912	1,814	95%	1,640	1,537	94%
17.3601	Cabinetmaking	171	13	8%	192	8	4%
17.99	T & I, Other (Experimental)	252	74	29%	357	43	12%
		27,159	4,490	16%	22,694	4,657	20%
	PREVOCATIONAL						
99.0100	Prevocational	21,310	4,350	20%	12,550	2,207	18%
	INDUSTRIAL ARTS						
99.0400	Industrial Arts	5,645	677	12%	4,609	718	16%
	SUMMARY						
	Agriculture	12,417	1,175	9%	8,662	1,084	13%
	Distributive Education	5,268	3,281	62%	4,134	2,718	66%
	Health Occupations	1,403	1,314	94%	1,225	1,141	93%
	Consumer & Homemaking	47,858	40,264	84%	35,483	27,037	76%
	Occupational Home Economics	2,184	1,716	79%	1,829	1,401	77%
	Office Occupations	30,380	23,928	79%	22,295	17,253	77%
	Trades & Industrial	27,159	4,490	17%	22,694	4,657	20%
	Prevocational	21,310	4,350	20%	12,550	2,207	18%
	Industrial Arts	5,645	677	12%	4,609	718	16%
	TOTAL	153,624	81,195	52%	113,481	58,216	51%

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·RESULTS:

Monitoring of laws prohibiting sex discrimination is achieved during the on-site review of school districts to determine compliance with the Office of Civil Rights Guidelines.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED:	$ 50,000	-0-	$ 50,000
ACTUAL:	$ 54,010	-0-	$ 54,010

2. PURPOSE: SPECIAL ADULT CATEGORIES

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOALS:

a. Appropriate opportunities in vocational education shall exist for out-of-school youth in the State.

b. Appropriate vocational education opportunities shall exist for adults of the State to be retrained or to upgrade job skills.

·FY 1983 ANNUAL GOAL:

To provide quality vocational education and supportive services to Displaced Homemakers and Special Adults to enable them to become economically self sufficient.

·FY 1983 ANNUAL OBJECTIVES/RESULTS ACHIEVED

Local education agencies will provide vocational education programs for 150 displaced homemakers by the completion of the 1983-83 school year.

·RESULTS:

One displaced homemaker program was funded during 1982-1983. This program was conducted at the Greenville Technical Education College and served 104 displaced homemakers.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$ 1,000	-0-	$ 1,000
ACTUAL:			
SALARIES	-0-	-0-	-0-
EQUIPMENT	-0-	-0-	-0-
SUPPLIES	816	-0-	816
TRAVEL	119	-0-	119
TOTAL	$ 935	-0-	$ 935

3. PURPOSE: VOCATIONAL PROGRAMS - SECONDARY OCCUPATIONAL

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Appropriate vocational education opportunities shall exist for 100% of all secondary students in the State who choose it.

·FY 1983 ANNUAL GOAL:

Provide vocational education training for secondary students to meet the manpower needs in South Carolina.

·FY 1983 ANNUAL OBJECTIVE:

Local agencies will conduct occupational programs for 49% (96,981 students) of the total enrollment of students in grades 9-12 by the completion of the 1982-83 school year.

·RESULTS:

In FY 1983, 95,600 of the 181,845 secondary students enrolled in grades nine through twelve received occupational training. The overall goal of providing occupational programs for 49% of the total enrollment of students in grades nine through twelve was surpassed by 3.5 percent.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$2,736,001	$24,528,342	$27,264,343
ACTUAL:			
SALARIES	2,283,326	26,858,746	29,142,072
EQUIPMENT	269,681	409,339	679,020
SUPPLIES	146,207	593,119	739,326
TRAVEL	18,619	30,484	49,103
TOTAL	$2,717,833	$27,891,688	$30,609,521

4. PURPOSE: WORK STUDY PROGRAMS

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOALS: Appropriate vocational education opportunities shall exist to meet the needs of the handicapped and disadvantaged citizens of the State.

·FY 1983 ANNUAL GOAL:

To effectively serve the needs of economically disadvantaged vocational students in South Carolina during FY 1983.

·FY 1983 ANNUAL OBJECTIVE:

To provide opportunities for serving economically disadvantaged vocational students in those LEA's electing to operate Workstudy Programs during FY 1983.

·RESULTS:

A total of 89 secondary students participated in work study programs during FY 1983.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$23,083	$6,517	$29,600
ACTUAL:			
SALARIES	23,282	5,949	29,231
EQUIPMENT	-0-	-0-	-0-
SUPPLIES	-0-	-0-	-0-
TRAVEL	-0-	-0-	-0-
TOTAL	$23,282	$5,949	$29,231

5. PURPOSE: COOPERATIVE PROGRAMS

·AGENCY: STATE BOARD OF EDUCATION (DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Appropriate vocational education opportunities shall exist for 100% of all secondary students in the State who choose it.

·FY 1983 ANNUAL GOAL:

Local education agencies will conduct cooperative vocational education instruction for 2.3% (2275 students) of the total occupational program enrollment of students in grades 9-12 by the completion of the 1982-83 school year.

·FY 1983 ANNUAL OBJECTIVE:

Projected Cooperative Program (Secondary) Enrollment Objectives:

O.E. Codes	Vocational Service Area	Projected FY 83 Enrollment
01.000	Agriculture	60
04.000	Marketing & Distribution	1270
07.000	Health Occupations	30
09.000	Occ. Home Economics	70
14.000	Business & Office	430
17.000	Trade & Industrial	415
TOTAL		2275

RESULTS:

During FY 1983, cooperative education programs were conducted in high schools and area vocational centers. A total of 1,569 students utilized the benefits of vocational training and on-the-job cooperative work experience while enrolled in these programs. The following is a break-down of enrollment by Service Area:

Service Area	Enrollment
Agriculture	7
Marketing & Distributive Ed.	1147
Health Occupations	20
Occupational Home Economics	140
Business and Office Ed.	170
Trade and Industrial Ed.	85
TOTAL	1569

Vocational programs use the cooperative method to provide classroom and laboratory experiences and on-the-job training for students at least 16 years of age. The work experience is related to existing career opportunities and is conducted in accordance with written training agreements.

UTILIZATION OF FUNDS

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$187,677	$1,703,721	$1,891,358
ACTUAL:			
SALARIES	263,152	1,300,105	1,568,257
EQUIPMENT	2,369	4,559	6,928
SUPPLIES	4,300	12,653	16,953
TRAVEL	8,018	10,310	13,328
TOTAL	$277,719	$1,327,627	$1,605,346

6. PURPOSE: ENERGY EDUCATION

AGENCY: STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

MAJOR GOAL: Innovative and model programs in vocational-technical education and supportive services shall exist to meet manpower needs in new and emerging occupations.

FY 1983 ANNUAL GOAL:

The goal of this effort in 1983 is to reduce the dependence of South Carolina upon petroleum and natural gas as energy sources by encouraging energy conservation and by commercializing alternative energy sources such as solar, methane gas, alcohol, low head hydro electricity, wood combustion and other renewable energy sources.

FY 1983 ANNUAL OBJECTIVES:

a. To develop a strategy that will assure that vocational educators provide supplemental energy education on energy awareness, energy management and use, and alternative energy resources to 1000 technician students whose careers will require them to need such information.

b. To provide retraining for approximately 200 energy related technicians in the subject areas.

RESULTS:

South Carolina has significantly reduced her dependence upon petroleum and natural gas. Much of this is attributed to conservation. However, large numbers of citizens are switching to wood fuel. A lesser number is resorting to passive solar heating of space and active heating of domestic water.

During FY 1983 these funds were used in part to complete an award winning film "Energy for the Eighties." This film was designed to create an awareness of the finiteness of traditional energy sources globally and the fact that South Carolina is devoid of known fossil fuels. It conveys the need for energy conservation and the exploitation of alternate energy sources such as solar, wood, methane, alcohol, hydro, nuclear, and municipal waste.

This film was designed to meet the needs of secondary and postsecondary students as well as energy managers and technicians who are employed in energy related fields.

This video film was shown by our staff to 1,170 postsecondary educators and 235 secondary educators. It is estimated that approximately 600 secondary and postsecondary students have viewed the videotape and it will be viewed by an additional 1,000 postsecondary students during FY 1983 and 1984. It has also been shown to 700 business industry leaders and employed technicians in energy related fields. In addition, over 10,000 members of the military community viewed the videotape during "Energy Awareness Week."

Numerous activities were completed by the South Carolina Energy Extension Service which were jointly funded by vocational education funds and Department of Energy funds. The S. C. Energy Extension Service provided seminars to 100 employed persons in energy related fields. These seminars focused on conservation and the switching to available alternate energy sources. Education programs were supplemented by the distribution of 2,500 pieces of printed literature, computer Data Base searches, a free newsletter to 2,000 monthly subscribers which highlights current technologies and energy related activities.

The videotape is available locally through each technical college at no cost and additional copies in various formats are available through the Energy Extension Service Energy Information Center. Video equipment and a moderator are available upon request.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$10,440	-0-	$10,440
ACTUAL:			
SALARIES	7,323	-0-	7,323
EQUIPMENT	-0-	-0-	-0-
SUPPLIES	85	-0-	85
TRAVEL	2,583	-0-	2,583
TOTAL	$9,991	-0-	$9,991

7. PURPOSE: CONSTRUCTION

· AGENCY: STATE BOARD OF EDUCATION (DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL EDUCATION)

· MAJOR GOAL: Relevant vocational training and supportive services shall be readily accessible to all student populations served in all geographical areas of the State.

· FY 1983 ANNUAL GOAL:

To make vocational training accessible and relative to the student population served in all geographical areas throughout the State.

Note: No federal funds are used for construction and no state/local funds are reported for statewide matching.

8. PURPOSE: STUDENT STIPENDS

No expenditure of funds for this purpose was made during FY 1983.

9. PURPOSE: PLACEMENT SERVICES

· AGENCY: STATE BOARD OF EDUCATION

· MAJOR GOAL: Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

· FY 1983 ANNUAL GOALS:

a. To provide those individuals leaving the vocational education program with the necessary pre-employment skills in order to meet their needs and the needs of potential employers.

b. To maintain an ongoing relationship between vocational education and business/industry, in order to meet the needs of students leaving the vocational education program.

c. To collect and maintain adequate records of vocational graduates and leavers in order to evaluate and to make improvements for the total program.

·FY 1983 ANNUAL OBJECTIVES/RESULTS ACHIEVED:

·OBJECTIVES:

a.1) The placement service shall provide students with experiences which will enable them to develop an understanding of the total employment process.

a.2) Pre-employment skill training such as job seeking, job application, job retention, and job referral shall be active components of the vocational placement service.

·RESULTS:

Through resources such as the SCOIS which is located in over 175 high schools, area vocational centers and middle schools and printed literature, workshops, and plans developed at the local level, it is evident that students are being provided with experiences which will enable them to understand the employment process.

Through inservice and the dissemination of over 2,000 copies of the instructor's guide and student booklet Job Seeking - How and Where to teachers, counselors, administrators, it is evident that pre-employment training skills are active components of the vocational placement service.

·OBJECTIVES:

b.1) The placement service shall actively seek advice and support from all advisory committees in order that committees will have input in the placement process.

b.2) The placement service shall secure and maintain information from local employers such as job opportunities, job characteristics, characteristics of desired employees, and projection of future employment needs.

b.3) Vocational completers and leavers seeking employment shall have an opportunity for referral to local business and industry for employment consideration.

·RESULTS:

Advisory committees provided advice and assistance to placement services through the following means: (1) hired vocational program completers (2) recommended students for placement (3) notified the placement service of job openings and (4) reviewed placement activities and recommended improvements.

Through program evaluation, review of local guidance plans, on-site visits, and local inservices, it is evident that local placement services secure and maintain pertinent job placement information on local employers.

On-site visits and local program evaluations indicate that referral to local business and industry for employment consideration is prevalent in local placement services.

A review of comprehensive guidance and placement plans submitted to the Office of Vocational Education, program evaluations, on-site visits and inservices conducted in LEAs indicate that records are being compiled on vocational students who leave the program with marketable skills.

·OBJECTIVE:

c.1) Adequate records of all past graduates, drop-outs with marketable skills, and current students will be an active component of the vocational education program.

·RESULT:

On April 1, 1983, 9,131 follow-up surveys were mailed to one half of the 1982 vocational graduates approximately 40% of the graduates returned the survey-showing 82% of the former students returning surveys are positively placed. Positive placement includes employed in a related field, employed in an unrelated field, military, pursuing education.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$80,311	$300,648	$380,959
ACTUAL:			
SALARIES	35,657	387,021	422,678
EQUIPMENT	2,664	1,097	3,761
SUPPLIES	1,045	691	1,736
TRAVEL	-0-	3,898	3,898
TOTAL	$39,366	$392,707	$432,073

10. PURPOSE: INDUSTRIAL ARTS/PREVOCATIONAL

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Appropriate prevocational education opportunities shall exist for all ninth and/or tenth grade students in the State.

·FY 1983 ANNUAL GOAL: (Industrial Arts)

To provide appropriate industrial arts opportunities for all students in grades nine through twelve in subject areas that will follow a progression into the trade and industrial skill subject areas.

·FY 1983 OBJECTIVE:

Local education agencies will provide industrial arts programs for 4800 students in grades nine through twelve by the completion of the 1982-83 school year. Industrial arts programs shall include cluster entry into new and emerging technologies.

·RESULT:

A total of 4,609 students were enrolled in Industrial Arts in grades 9 through 12.

·FY 1983 ANNUAL GOAL: (Prevocational Education)

To provide appropriate prevocational education opportunities for all ninth and/or tenth grade students in the State.

·FY 1983 OBJECTIVE:

Local education agencies will conduct prevocational programs for 13,714 students in grades nine and ten by the completion of the 1982-83 school year.

·RESULT:

Local education agencies conducted Prevocational Education Programs for 12,500 students in grades nine and ten during the 1982-83 school year.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$138,487	$3,396,388	$3,534,875
ACTUAL	$ 81,671	$ *	$ 81,671

11. PURPOSE: SUPPORT SERVICES FOR WOMEN

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOALS:

a. Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

b. Relevant vocational training and supportive services shall be readily accessible to all student populations served in all geographical areas of the State.

c. The effects of sex bias and sex stereotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men.

·FY 1983 ANNUAL GOAL:

To provide supportive counseling and job placement services to women.

·FY 1983 OBJECTIVES:

a. To assist counselors in implementing strategies designed to improve counseling services to students that pursue nontraditional courses.

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*Included in State and Local Expenditures for Voc. Educ. Programs (C.1)

b. To assist counselors in the implementation of strategies designed to improve the placement rate of students that complete a vocational program of study.

*RESULTS:

Through workshops and special projects, increased awareness of, the need for more counseling for students that pursue non-traditional courses has been provided.

The placement rate of students that complete a nontraditional vocational program of study has been positively affected by special efforts to provide a major thrust in this area. Projects have been funded statewide to provide incentives to LEAs to place emphasis on this population.

*UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$ -0-	$ -0-	$ -0-
ACTUAL:			
SALARIES	494	-0-	494
EQUIPMENT	-0-	-0-	-0-
SUPPLIES	2,318	-0-	2,318
TRAVEL	1,315	-0-	1,315
TOTAL	$4,127	$ -0-	$4,127

12. PURPOSE: DAY CARE SERVICES

*AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

*MAJOR GOAL: Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

*FY 1983 ANNUAL GOAL:

Provide adequate day care services to meet the needs of parents enrolled in vocational education programs.

*FY 1983 ANNUAL OBJECTIVES:

a. Implement an effective system to provide day care service for fifty children of students enrolled in secondary and adult vocational education programs.

b. Provide LEAs with information concerning the establishment and operation of day care services for children of students enrolled in secondary and adult vocational education programs.

c. Evaluate all day care services programs to determine compliance with established day care regulations.

·RESULTS:

One Local Education Agency provided day care services for children of students enrolled in secondary vocational education programs. Thirty-seven (37) children of 32 vocational education students were served.

Day care services programs are in compliance with regulations established by the State Board of Education and are contributing to the educational development and well-being of the children served.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$19,985	$ 500	$20,485
ACTUAL:			
SALARIES	7,601	-0-	7,601
EQUIPMENT	-0-	-0-	-0-
SUPPLIES	-0-	463	463
TRAVEL	-0-	-0-	-0-
TOTAL	$7,601	$463	$8,064

13. PURPOSE: CONSTRUCTION/OPERATION - RESIDENTIAL VOCATIONAL SCHOOLS

No expenditure of funds for this purpose was made during FY 1983.

14. PURPOSE: VOCATIONAL TRAINING - PRIVATE VOCATIONAL INSTITUTIONS

No expenditure of funds for this purpose was made during FY 1983.

C. PROGRAM IMPROVEMENT/SUPPORTIVE SERVICES - SUBPART 3

1. RESEARCH

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

·FY 1983 ANNUAL GOALS:

a. The VRCU will determine the relevancy of vocational education according to the FY 1981 plan entitled Determining the Relevancy of Vocational Education in South Carolina.

b. The VRCU will assist ten school districts in S. C. with the development of local vocational needs assessment plans.

c. The VRCU will produce and field test a competency (student achievement) test for one vocational program.

d. The VRCU will evaluate two curriculum proposals developed by the Office of Vocational Education.

*FY 1983 OBJECTIVES/RESULTS:

a. The VRCU will prepare a report based on the review and evaluation of fundings from studies conducted by or under the direction of the Office of Vocational Education as specified in the plan, Determining the Relevancy of Vocational Education in South Carolina.

*RESULT:

Due to personnel cutbacks, this project was cancelled.

b. The VRCU will conduct a series of needs assessment training sessions to improve the planning skills of local vocational administrators.

*RESULT:

Three Needs Assessment training sessions were conducted. Representatives of sixteen school districts attended. As a result, several administrators have designed projects for their areas. The VRCU is responding to requests for further assistance in their efforts.

c. The VRCU will produce and field test a competency test to determine the knowledge and skill levels of students upon completion of their vocational training program. (Program area not yet designated.)

*RESULT:

The VRCU developed a student achievement examination in the area of Electricity. The examination was field tested using 582 students throughout the state. Statistical analysis of the results revealed that the examination has promise of being both valid and reliable.

d.1 The VRCU will conduct an evaluation of the human sexuality curriculum materials.

*RESULT:

This project was postponed, pending review of the materials by the State Board of Education.

d.2 The VRCU will conduct an evaluation of the farm management curriculum materials.

*RESULT:

An evaluation instrument was constructed and filled out by faculty across the state. The data were summarized and fed back to the group responsible for the materials. As a result, modifications of the materials are being undertaken.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$125,934	-0-	$125,934
ACTUAL			

2. EXEMPLARY AND INNOVATIVE

·AGENCY: STATE BOARD OF EDUCATION (DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL EDUCATION)

$833 in Federal Funds were expended during FY 1983.

These funds were expended for a limited English speaking Disadvantaged program in Beaufort County School District to teach language skills to migratory workers and hispanic persons. This project is planned to continue and expand during FY 1984.

3. CURRICULUM DEVELOPMENT

·AGENCY: STATE BOARD OF EDUCATION (DEPARTMENT OF EDUCATION), OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served;

·FY 1983 GOALS AND OBJECTIVES:

a. To provide relevant and useful curriculum materials to the vocational instructors and students of South Carolina.

a.1 To produce instructional materials in accordance with the FY 1983 priorities established by the Office of Vocational Education by June 30, 1983.

a.2 To produce curriculum materials free of bias and stereotyping on the basis of sex, race, age, creed, handicapping condition, religion, social status, economic level and national origin.

b. To prepare performance based vocational instructional materials as identified by vocational educators and business/industry sector.

b.1 To utilize performance objectives from sources such as V-TECS in developing performance based instructional materials.

b.2 To involve business/industry sector in developing performance based instructional materials to insure relevancy of instructional materials.

c. To revise and update prevocational instructional materials to provide students with valid information upon which to make career decisions.

c.1 To revise existing and develop new instructional units as identified by the prevocational staff.

c.2 To continue implementation and to expand the prevocational kit loan service on a statewide basis.

d. To involve business/industry persons in the development of instructional materials.

d.1 To work with business/industry persons as consultants on curriculum development committees.

e. To develop instructional materials which meet the pre-established criterion of the Office of Vocational Education.

e.1 To provide for continuous review of instructional materials during the development process.

RESULTS:

The following vocational education curriculum and materials were produced during FY 1983:

Performance Based Modules

HOSA modules
*Health Occupations Education II with Instructor's Guide
*Human Development with Instructor's Guide
*Clothing and Textiles with Instructor's Guide
*Industrial Sewing with Instructor's Guide

Curriculum Guides, Instructor's Guides and Instructional Materials

*Welding curriculum guide
*Masonry V-TECS guide
Parliamentary Procedure Made Easy
Teaching Reading in Vocational Education
Computer Literacy
Working with the Handicapped and Disadvantaged in Vocational Education
**Prevocational Education Modules
**Agriculture (2)
**Business Education (2)
**Health Occupations (3)
**Home Economics (4)
**Marketing and Distribution (4)
**Trades and Industries (4)
Slide Sets
Land Treatments
Ornamental Horticulture
Recruitment Materials
Business Education Package
Agriculture Brochure
*-denotes V-TECS base sources (performance objectives)
**-denotes Prevocational Education materials

NOTES:

a. Business and industry representatives are involved in the revision of performance based instructional materials to insure relevancy.

b. All curriculum materials are reviewed and appropriately revised to insure that they are free of bias and stereotyping.

c. The Prevocational Education Kit Loan System completed its first full year of operation during FY 1983. Four additional kits were developed during the year for use in FY 1984.

d. All curriculum materials are field reviewed by instructors and others to determine accuracy and useability prior to statewide dissemination.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$336,145	-0-	$336,145
ACTUAL	$372,488	-0-	$372,488

4. VOCATIONAL GUIDANCE AND COUNSELING

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

·FY 1983 ANNUAL GOALS:

a. To ensure that all individuals who can benefit from vocational education are made aware of the training opportunities available to them.

b. To ensure that all students enrolled in vocational education will have effective vocational guidance services available to them.

·FY 1983 OBJECTIVES/RESULTS:

a.1 Career counseling for the potential vocational education student shall be an active component of the total vocational guidance program.

·RESULT:

A review of comprehensive guidance plans submitted to the Office of Vocational Education revealed that career counseling for potential vocational students is a main thrust of the vocational guidance program.

a.2 Activities to apprise individuals of the positive results and benefits of vocational education shall become an active part of the total guidance program.

·RESULT:

Through the recruitment activities outlined in vocational guidance plans, the positive aspects of vocational education are being presented to students through vocational guidance at the local level.

a.3 Vocational guidance programs shall coordinate activities with prevocation courses in order to acquaint students with the vocational education opportunities available to them.

·RESULT:

Program evaluations indicate that coordination between prevocation and vocational guidance programs is an on-going activity.

b.1 Each vocational guidance program shall have an operational plan from which guidance activities may be implemented and evaluated.

·RESULT:

Each funded vocational guidance position in the local vocational plan submitted to the Office of Vocational Education included a comprehensive vocational guidance and placement operational plan which was approved by the State Consultant of Vocational Guidance and Placement.

b.2 Vocational guidance programs shall provide their students with an opportunity for individual and group counseling in job opportunities, educational opportunities, and personal/social adjustments on an informal and a scheduled basis throughout the year.

·RESULT:

Comprehensive guidance and placement plans indicated that individual and group guidance activities were being provided for students' educational, occupational and personal/social needs.

b.3 Vocational guidance services shall provide special guidance services to meet the needs of the disadvantaged and handicapped students.

·RESULT:

Vocational guidance services are being provided for special needs students as evidenced through on-site visits, program evaluation and review of local guidance plans.

b.4 Vocational guidance and placement programs will include methods of overcoming sex stereotyping in career selection as part of the total vocational guidance program.

·RESULT:

Vocational guidance and placement programs include methods to overcome sex stereotyping in career selection as evidenced through program evaluations and on-site visits.

b.5 A vocational guidance consultant shall be available to the LEA's to provide technical services as needed.

·RESULT:

The Vocational Guidance and Placement Consultant provided technical services to the LEA's through several means: (a) program evaluations - 9 (b) on-site visits - 24 (c) regional guidance in-services - 4 (d) regional pre-employment training in-services - 5 (e) state-wide pre-employment training inservice - 1 (f) state-wide new counselor/job placement inservice - 1 (g) development of resources/activities and dissemination of materials to LEA's (h) correspondence, technical assistance, and local program participation as requested by the LEA's.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$780,675	$1,124,430	$1,905,105
ACTUAL	$739,898	$5,735,310	$6,475,208

5. PURPOSE: VOCATIONAL PERSONNEL TRAINING

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

·FY 1983 ANNUAL GOAL:

To make available pre-service professional courses for trade and industrial teachers.

·FY 1983 OBJECTIVE/RESULT:

The two trade and industry teacher education departments will offer eight professional development courses off campus for newly certified trade and industry teachers.

·RESULT:

Seventeen Trade and Industrial courses were offered by the two institutions receiving funds from the Office of Vocational Education for T & I teacher training. Two hundred thrity-four T & I teachers completed these courses.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$170,948	$565,000	$735,948
ACTUAL	$156,892	$1,394,394	$1,551,286

6. PURPOSE: GRANTS TO OVERCOME SEX BIAS/STEREOTYPING

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: The effects of sex bias and sex stereotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men.

·FY 1983 ANNUAL GOAL:

To support activities for overcoming sex stereotyping and sex bias.

·FY 1983 ANNUAL OBJECTIVE/RESULTS ACHIEVED:

Based on the availability of funds, the Office of Vocational Education will fund projects to assist in efforts to eliminate sex bias and sex-role stereotyping in vocational education.

·RESULTS:

Funds were not allocated for this purpose in FY 1983.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	-0-	-0-	-0-
ACTUAL:	-0-	-0-	-0-

D. SUBPART 4 - SPECIAL PROGRAMS FOR THE DISADVANTAGED

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Appropriate vocational education opportunities shall exist to meet the needs of the handicapped and the disadvantaged citizens of the State.

·FY 1983 ANNUAL GOAL:

To provide quality vocational programs and supportive services to disadvantaged students in FY 1983 to enable them to become economically self-sufficient.

·FY 1983 ANNUAL OBJECTIVES/RESULTS ACHIEVED:

Local education agencies will provide vocational programs funded through Subpart 4 for 600 students by the completion of the 1982-83 school year.

·RESULTS:

Local education agencies provided vocational programs and support services for 672 disadvantaged students during FY 1983 through Subpart IV. There were 570 students mainstreamed in regular vocational programs and 102 students were enrolled in self-contained programs. Programs were funded in 12 school districts. The districts included Cherokee, Chester, Chesterfield, Darlington, Florence 4, Lancaster, Marlboro, Orangeburg 2, Orangeburg 4, Sumter 2, Sumter 17, and Williamsburg.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$255,997	$-0-	255,997
ACTUAL:			
SALARY	247,300	43,431	290,731
EQUIPMENT	962	-0-	962
SUPPLIES	3,194	350	3,544
TRAVEL	12	-0-	12
TOTAL	$251,468	$43,781	$295,249

E. SUBPART 5 - CONSUMER AND HOMEMAKING

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOALS:

a. Appropriate vocational education opportunities shall exist for 100% of all secondary students in the State who choose it.

b. Appropriate opportunities in vocational education shall exist for out-of-school youth in the State.

c. Appropriate vocational education opportunities shall exist for adults of the State to be retrained or to upgrade job skills.

·FY 1983 ANNUAL GOAL:

a. To provide appropriate Consumer and Homemaking Education opportunities, consisting of instructional programs, services and activities, for students in grades 9-12.

b. To provide appropriate Consumer and Homemaking Education opportunities, consisting of instructional programs, services and activities, for out-of-school youth and adults.

·FY 1983 OBJECTIVES/RESULTS ACHIEVED:

a.1 Local education agencies will conduct Consumer and Homemaking Education programs for students in grades 9-12 during the 1982-83 school year.

·RESULT:

Financial support was provided to local school districts for teachers' salaries, equipment, supplies and travel. Consumer and Homemaking education programs were available in all secondary schools for students grades 9-12. Enrollment for Consumer and Homemaking education during the 1982-83 school year was 28,776.

Consumer and Homemaking education courses provided for students in grades 9-12 during the 1982-83 school year included family life education,

child development education for parenthood, human sexuality, foods and nutrition, consumer education, clothing and textiles, basic and advanced consumer and homemaking and housing and home furnishings.

b.1 Local education agencies will conduct Consumer and Homemaking Education programs for out-of-school youth and adults during the 1982-83 school year.

RESULT:

Consumer and Homemaking education programs provided for out-of-school youth and adults during 1982-83 included parenthood education, basic and advanced consumer and homemaking, clothing and textiles, foods and nutrition, housing and home furnishings, consumer education, and family life education. Total enrollment for out-of-school youth and adults was 3,284.

TABLE 14

SUMMARY: FY 1983 ENROLLMENT AND FUNDING GOALS

Consumer and Homemaking
P. L. 94-482, Subpart 5

O.E. CODE	TITLE	Enrollment		FUNDING			
				Federal		State/Local	
		Projected	Actual	Projected	Actual	Proposed	Actual
09.0101	Basic and Advanced Consumer & Homemaking	12,900	11,145	93,221	85,816	1,681,189	1,742,500
09.0102	Child Development	4,183	3,231	30,228	24,879	545,151	505,163
09.0103	Clothing and Textiles	4,554	3,385	32,910	26,064	593,502	529,240
09.0104	Consumer Education	1,889	1,485	13,651	11,434	246,186	232,177
09.0106	Family Life Education	6,538	4,911	47,247	37,814	852,069	767,824
09.0107	Foods and Nutrition	6,253	6,604	45,187	46,693	814,922	948,097
09.0109	Housing and Home Furnishings	2,161	1,305	15,617	10,048	281,634	204,033
09.0199	Human Sexuality	984	829	7,111	6,383	128,242	129,611
09.0199	Parenthood Education	3,216	2,779	23,240	21,398	419,126	434,491
09.0199	Experimental	55	349	397	2,688	7,168	54,566
	Consumer & Homemaking TOTAL	42,733	35,483	308,809	273,217	5,569,186	5,547,702

NOTE: All counties within South Carolina were designated by the U. S. Department of Commerce as "Economically Depressed Areas" for FY 1983.

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SUBPART 5 - CONSUMER AND HOMEMAKING

· ADMINISTRATION - FY 1983 OBJECTIVES/RESULTS ACHIEVED:

1) Planning

a) To provide technical assistance to LEAs in establishing and utilizing advisory committees.

· RESULTS:

Home Economics Education staff members provided technical assistance to LEA's and provided support and encouragement to home economics teachers in the organization and utilization of advisory committees. This was accomplished through annual conference inservice, on-site evaluation interviews, written correspondence and inservice workshops requested by local school districts.

The Home Economics Education staff compiled and disseminated a hand-out on Public Relations for Vocational Education. Issues addressed included the Role and Responsibility of the Vocational Educator, Vehicles for Public Relations and Public Relations Strategies unique to each area. Emphasis was placed on the utilization of advisory committee members as public relations agents.

b) To review and make recommendations on equipment requests submitted by LEAs and other eligible recipients.

· RESULTS:

Plans for all new Home Economics Education facilities submitted by local school districts were reviewed by the Home Ecomomics Education staff. Recommendations based on program needs and objectives were provided.

The approved equipment list for Consumer and Homemaking Education was made available to all school administraotrs. This list was used to measure program quality and relevance during on-site evaluations, and to review and make recommendations for the approval of requests for new and expanding programs submitted by school districts.

FY 83 Vocational Program Evaluations indicated that equipment provided for Consumer and Homemaking Education is adequate to meet educational program objectives in the majority of the school districts.

2) Program Relevance

a) Provide technical assistance to LEAs in establishing and utilizing local advisory councils and program advisory committees.

· RESULTS:

Home Economics Education staff members provided technical assistance to LEA's and provided support and encouragement to home economics teachers in the organization and utilization of advisory committees. This was accomplished through annual conference inservice, on-site evaluation interviews, written correspondence and inservice workshops requested by local school districts.

The Home Economics Education staff compiled and disseminated a handout on Public Relations for Vocational Education. Issues addressed included the Role and Responsibility of the Vocational Educator, Vehicles for Public Relations and Public Relations Strategies unique to each area. Emphasis was placed on the utilization of advisory committee members as public relations agents.

b) Conduct an inservice session on program advisory committees during the annual vocational education conference.

*RESULTS:

The Home Economics Education staff conducted inservice education on program planning during the Annual Vocational Conference. The purpose, composition and functions of the vocational advisory committees was stressed.

On-site evaluations revealed a need to encourage teachers to involve community representatives. Teachers were encouraged to stress the role of advisory committee members in program evaluations and planning.

c) In cooperation with the Curriculum Development Section, develop curriculum materials relevant to the needs of vocational home economics education programs.

*RESULTS:

The Home Economics Education staff cooperated with the Curriculum Development section of the Office of Vocational Education to review and adapt Performance-Based Instruction materials received from V-TECS consortium member states. Student modules and instructors guides were developed for Clothing and Textiles and Human Development.

d) Review and make recommendations through the state textbook adoption process.

*RESULTS:

On-site evaluation revealed that 100% of the students enrolled in Consumer and Homemaking Education courses have been provided with state approved textbooks. No new texts were adopted during FY '83 due to budget reductions.

e) Provide information relative to available instructional materials to vocational home economics education teachers.

*RESULTS:

Inservice was provided throughout the year on Performance-Based Instruction and the use of V-TECS materials. New materials (catalogs, student modules and instructors' guides) were disseminated at these sessions. A listing of all curriculum materials produced by the Home Economics Education unit of the Office of Vocational Education prior to FY 83 was provided to each LEA. Materials are distributed to school districts upon request.

f) Provide LEAs with up-to-date equipment lists for vocational home economics education programs.

·RESULTS:

The Home Economics Education staff updated the equipment list for Consumer and Homemaking Education. This was disseminated to LEA's (vocational coordinators, center directors, high school principals).

g) Review and make recommendations regarding equipment lists submitted by LEAs.

·RESULTS:

Equipment requests for new and/or expanding programs and to replace inoperable or obsolete equipment were reviewed as received.

3) Program Effectiveness

a) Conduct on-site reivews of 20% of the vocational education programs offered to assess program quality.

·RESULTS:

During the 1982-83 academic year on-site evaluations were conducted in 20% of the school districts. The reviews included 80 Consumer and Homemaking Education teachers in 52 high schools within the 21 school districts visited. The evaluation criteria was based on vocational education program standards adopted by the State Board of Education in December, 1980. Program standards measure compliance with federal and state regulations and the quality of educational program offerings.

Summary reports including findings, commendations and recommendations for improvement and compliance with standards were provided to each LEA.

An analysis of the summary reports indicated the following strengths in Vocational Consumer and Homemaking Education programs.

1. Vocational Consumer and Homemaking Education programs are staffed by qualified professionals.
2. Community resources are appropriately utilized to enhance the instructional program.
3. Male enrollment in this traditionally all female program increases annually.
4. Public relations activities are closely tied to FHA activities and provide positive visability for the vocational program.
5. The use of Performance-Based Instruction had increased.

An analysis of the summary reports indicated the following needs in Consumer and Homemaking Education programs:

1. Greater utilization of advisory committees in program evaluation and planning.
2. Establishment of long- and short-range goals for vocational program improvement.

3. Specialized techniques in classroom management and program planning to effectively implement Performance-Based Instruction.
4. Student evaluation based on pre-determined and communicated educational objectives.
5. Expansion of advisory committee members to include individuals in paid and unpaid home economics related occupations.

b.1 Conduct follow-up reviews of previous on-site evaluations to assess the extent of program improvements.

b.2 Provide technical assistance to local school districts in the development and implementation of plans for program improvement.

*RESULTS:

School districts submitted program improvement plans for all areas in which non-compliance with the vocational education program standards were identifed. Office of Vocational Education staff members assisted local school districts in the development of Program Improvement Plans when requested to do so.

Follow-up evaluations were conducted by an Office of Vocational Education staff member in all school districts evaluated in FY 82 to determine the extent to which program improvement plans were being implemented.

c.1 Plan, coordinate and conduct an annual inservice conference for vocational home economics education personnel.

c.2 Provide technical assistance in local school districts in planning and implementing inservice programs for vocational home economics personnel.

c.3 To provide inservice programs for local school districts, upon requests, to meet identified critical needs.

*RESULTS:

The Home Economics Education unit of the Office of Vocational Education participated in the planning and coordination of the Annual Vocational Conference. One hundred fifty-eight home economics teachers attended. Staff members conducted inservice sessions on new teaching strategies, Future Homemakers of America, energy and occupational program planning.

Inservice education programs were planned and presented by Home Economics Education staff as requested by local school districts. Two hundred eight-seven vocational home economics teachers attended these sessions. Topics included Vocational Program Standards, Performance-Based Vocational Education, Program Design and Planning, Consumer Education, and Student Recruitment.

4) Public Relations

a) To provide technical assistance to vocational administrators and teachers to develop and implement an effective public relations

program to inform school personnel, students, parents, employers, advisory council members and the community of the educational objectives, activities and accomplishments of the program.

*RESULTS:

The Home Economics Education staff compiled a public relations handout for vocational education. Issues addressed included the Roles and Responsibilities of Vocational Educators as Public Relations Agents, Vehicles for Community Wide Communication and Public Relations Strategies unique to each option. This material was disseminated to Vocational Home Economics teachers during the Annual Conference.

Public relations workshops were given to FHA state officers, area leaders and their advisers during Annual Leadership Training.

b.1 To provide technical assistance to state agencies, educational institutions, professional organizations and the general public to increase awareness of the goals, objectives and accomplishments of vocational education.

b.2 To maintain liaison with professional associations and organizations which promote the growth and development of vocational education.

*RESULTS:

The Home Economics Education staff provided technical assistant and maintained liaison with the following state and federal agencies, educational institutions, and professional associations and organizations to increase public awareness of the goals, objectives and accomplishments of Vocational Home Economics Education.

-American Vocational Association and South Carolina Vocational Association
-National Association of Vocational Home Economics Teachers and state affiliate
-American Home Economics Association and the state affiliate
-Home Economics Education Association
-National Association of State Supervisors of Vocational Home Economics
-South Carolina State Nutrition Council
-South Carolina Council on Family Relations
-South Carolina Home Economics Roundtable
-Clemson University Home Economics Extension Service
-Winthrop College
-South Carolina State College
-Lander College
-South Carolina Council on Consumer Arrairs

CONSUMER AND HOMEMAKING

·UTILIZATION OF FUNDS

··INSTRUCTIONAL PROGRAMS

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED:	$308,809	$5,569,184	$5,877,993
ACTUAL:			
SALARIES	226,901	5,436,230	5,663,131
EQUIPMENT	12,112	28,054	40,166
SUPPLIES	30,643	78,285	108,928
TRAVEL	3,561	5,133	8,694
TOTAL	$273,217	$5,547,702	$5,820,919

··ADMINISTRATION

PROPOSED:	$116,810	$ 75,000	$ 191,810
ACTUAL:	$ 82,707	$ 82,707	$ 165,414

··TEACHER EDUCATION

PROPOSED:	$ 72,572	$ 72,572	$ 145,144
ACTUAL:	$ 56,396	$ 99,271	$ 155,667

··CURRICULUM DEVELOPMENT

PROPOSED:	$ 21,318	$ -0-	$ 21,318
ACTUAL:	$106,564	$ -0-	$ 106,564

··ADULT OUTREACH

PROPOSED:	$ -0-	$ 39,741	$ 39,741
ACTUAL:	$ 6,732	$ 29,958	$ 36,690

F. SECTION 102(a) SETASIDES

1. PURPOSE: DISADVANTAGED (20% SETASIDE)

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Appropriate vocational education opportunities shall exist to meet the needs of the handicapped and the disadvantaged citizens of the State.

·FY 1983 ANNUAL GOAL:

To provide quality vocational education and supportive services to disadvantaged students in FY 1983.

·FY 1983 OBJECTIVE/RESULTS ACHIEVED:

Local education agencies will provide vocational programs for 10,000 disadvantaged students by the completion of the 1982-83 school year.

·RESULTS:

Local education agencies provided vocational programs and support services for 18,721 disadvantaged students during FY 1983. A total of 18,101 students were mainstreamed in regular vocational programs and 620 students were enrolled in self-contained programs.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED:	$2,095,643	$2,095,643	$4,191,286
ACTUAL			
SALARY	1,826,839	1,959,354	3,786,193
EQUIPMENT	80,140	7,233	87,373
SUPPLIES	86,005	36,591	122,596
TRAVEL	15,222	5,028	20,250
TOTAL	$2,008,206	$2,008,206	$4,016,412

2. PURPOSE: HANDICAPPED (10% SETASIDE)

·AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

·MAJOR GOAL: Appropriate vocational education opportunities shall exist to meet the needs of the handicapped and the disadvantaged citizens of the State.

·FY 1983 ANNUAL GOAL:

To provide quality vocational education and supportive service to handicapped students in FY 1983.

·FY 1983 OBJECTIVE/RESULTS ACHIEVED:

Local education agencies will provide vocational education programs for 4,000 handicapped students by the completion of the 1982-83 school year.

·RESULTS:

Local education agencies provided vocational programs and support services for 7,498 handicapped students during FY 1983. Types of programs are as follow:

1) Mainstreamed
With support 2,838
No support 2,958

2) Self-contained programs
With support 1,336
No support 366

· UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$1,047,821	$1,047,821	$2,095,642
ACTUAL:			
SALARY	918,163	1,474,006	2,392,169
EQUIPMENT	20,924	16,768	37,692
SUPPLIES	35,902	12,751	48,653
TRAVEL	2,378	1,955	4,333
TOTAL	$ 977,367	$1,505,480	$2,482,847

3. PURPOSE: POSTSECONDARY/ADULT (15% SETASIDE)

· ADULT VOCATIONAL EDUCATION

· AGENCY: STATE BOARD OF EDUCATION
(DEPARTMENT OF EDUCATION,
OFFICE OF VOCATIONAL EDUCATION)

· FY 1983 ANNUAL GOAL

To provide relevant adult vocational education programs throughout the State that are of high quality and satisfactorily meet the needs of employers and adults served.

· FY 1983 OBJECTIVE(S)

a. Local education agencies will provide short-term adult vocational programs for 22,162 students by the completion of the 1982-83 school year.

b. Local education agencies will provide long-term adult vocational programs for 1,047 students by the completion of the 1982-83 school year.

· RESULTS:

a.1 Through the short-term adult vocational education programs 20,970 South Carolinians received occupational training during the 1982-1983 school year.

b.1 Through the long-term adult vocational education programs, 1,067 South Carolinians received training during the 1982-1983 school year.

CIP CODE	TITLE	ACTUAL FY 1983 ENROLLMENT
01.0000	Agriculture Education	6,749
02.0000	Agriculture Education	10
03.0000	Agriculture Education	3
08.0000	Marketing & Distributive Education	90
17.0000	Health Occupations	1,783
20.0100	Consumer & Homemaking Education	3,284
20.0200	Occupational Home Economics Education	72
07.0000	Business Education	2,962
12.0000	Trade & Industrial Education	10
46.0000	Trade & Industrial Education	902
47.0000	Trade & Industrial Education	1,877
48.0000	Trade & Industrial Education	3,020
21.0100	Pre-Vocational Education	208
	TOTAL	20,970

·UTILIZATION OF FUNDS:

102(a) SETASIDE

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED:	$662,931	$781,455	$1,444,386
ACTUAL:			
SALARIES	567,382	659,843	1,227,225
EQUIPMENT	-0-	405	405
SUPPLIES	-0-	1,000	1,000
TRAVEL	-0-	-0-	-0-
TOTAL	$567,382	$661,248*	$1,228,630

4. PURPOSE: POSTSECONDARY/ADULT (15% SETASIDE)

INSTRUCTIONAL LEVEL - POSTSECONDARY/ADULT

·AGENCY: STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

·MAJOR GOALS:

a. Appropriate opportunities shall exist in vocational/technical education for post-secondary students in the State.

b. Adequate and appropriate opportunities in vocational education shall exist for out-of-school youth in the State.

c. Appropriate vocational education opportunities shall exist for adults of the State to be retrained or to upgrade job skills.

d. Innovative and model programs in vocational education and supportive services shall exist to meet manpower needs in new and emerging occupations.

*Includes $55,546 in State/Local Funds from Subpart 2 Voc. Educ. Programs (C.2)

e. Relevant vocational training and supportive services shall be readily accessible to all student populations served in all geographical areas of the State.

f. A comprehensive planning effort for coordination and consultation shall exist among all governmental agencies and organizations involved in the delivery of vocational training and supportive services to achieve articulation of vocational education programs.

g. Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

h. The effects of sex bias and sex stereotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men.

*FY 1983 OBJECTIVES/RESULTS ACHIEVED:

1) The State Board for Technical and Comprehensive Education will provide training in 140 postsecondary technical vocational curricula for 57,000 students in 16 Technical Colleges strategically located throughout the State.

*RESULTS:

During FY 1983, the sixteen technical colleges provided training in 136 postsecondary degree and diploma programs for 58,014 students.

2) The State Board for Technical and Comprehensive Education will provide technical vocational retraining or job skill upgrading to 62,000 adults in FY 1983 through the Continuing Education programs in the 16 TEC institutions.

*RESULTS:

During FY 1983, the sixteen technical colleges provided short-term continuing education occupational advancement/apprenticeship courses for 79,787 students- additionally, the S. C. Fire Academy provided fire service training for 3,180 students during 1983.

3) The State Board for Technical and Comprehensive Education staff in cooperation with industrial leaders, Employment Security Commission, and technical colleges institutional curriculum advisory committees will continually seek to identify new manpower needs. Support will be provided to develop innovative programs to train students for work in these occupations.

*RESULTS:

The TEC State Board and Technical College staff have continued working during FY 1983 to provide "State of the Art" innovative training programs with continued emphasis on new and emerging technological training requirements within South Carolina. As part of its "Design for the Eighties" program, the TEC System has developed six "resource centers" to promote productivity in South Carolina by offering industrial

seminars, conducting faculty training, and becoming information banks for specific technologies. These six resource centers provide training in advanced office occupations, advanced machine tool, robotics, microelectronics, water quality, and computer applications.

In addition to the resource centers, TEC has purchased three mobile training units to provide advanced training in machine tool technology statewide. The units are equipped with a CNC Bridgeport mill, CNC lathe mamufactured by Tree and a Numeridex tape preparation system.

4) The State Board for Technical and Comprehensive Education will provide in FY 1983 technical-vocational training programs for 95 percent of the State's population in 16 TEC institutions located throughout the State within 35 minutes commuting time.

· RESULTS:

The sixteen South Carolina Technical Colleges and their comprehensive educational offerings are located in geographic population centers throughout the state. Programs and services are offered to the full extent possible within available financial resources. During 1983, counties supporting technical colleges constituted approximately 93% of the state's population with students from all 46 counties attending technical colleges.

5) The State Board for Technical and Comprehensive Education will continue in FY 1983 a comprehensive post-secondary technical planning effort by consulting with the Office of State Planning, the State Advisory Council for Vocational and Technical Education; the South Carolina Department of Education, Office of Vocational Education; the South Carolina Commission on Higher Education; the Office of the Governor, Manpower Division; and other governmental agencies and organizations in developing and implementing technical/vocational education programs. The State TEC Board will also continue the development of regional articulation agreements between vocational education centers and TEC institutions.

· RESULTS:

A coordinated effort hs been, and continues to be made with these agencies to maximize the resources available and prevent unnecessary duplication of effort.

Additionally during FY 1983, the State TEC System initiated a comprehensive strategic planning process to assure the most efficient and effective utilization of resources in providing technical education programs to South Carolinians.

6) The State Board staff will continue to evaluate the quality standards of institutional educational and support programs through on-site team audits, program evaluation procedures, and VEDS compliance.

· RESULTS:

As mandated by TEC State Board Policy 3-1-301 and Procedures 3-1-301.1, 3-1-301.2, TEC college programs in the 16 technical colleges were subjected to the program evaluation process.

7) The sixteen technical colleges will continue to assure equal access to technical education programs. Additionally, the State Board Staff during 1983 will continue to participate in the U. S. Department Evlauation efforts as well as the Methods of Administration (MOA) Plan for TEC.

·RESULTS:

During FY 1983, the State TEC System continued to assure equal access to technical education programs. Because of its extensive efforts to recruit women into technical education programs, the State TEC System during the last seven years has experienced a growth in female enrollment of 63%. From 1976 to 1983, female enrollment in the TEC System has grown from 17,436 to 28,377; from 31% to 49% of the total technical education curricular program enrollment.

As part of the Office for Civil Rights Methods of Administration Plan, TEC completed all required portions of the MOA plan including its annual report during FY 1983.

·UTILIZATION OF FUNDS:

	FEDERAL	STATE/LOCAL	TOTAL
PROPOSED	$962,005	$57,713,625	$58,675,630
ACTUAL	$929,052	$29,924,582*	$30,853,634

*Does not include the following expenditures of State/Local funds which are reported under the appropriate subpart/purposes.

-State Administration
-Local Administration
-Research
-Guidance & Counseling

VI. SUMMARY OF VOCATIONAL EDUCATION PROGRAM EVALUATIONS

During the 1982 - 83 school year, on-site evaluation visits were conducted in twenty (20) school districts. The reviews involved vocational teachers and their administrators in forty-eight (48) high schools/junior high schools and eleven (11) area vocational centers. Evaluation committees were composed of personnel from the Office of Vocational Education as well as vocational educators from school districts not subject to review during the fiscal year. The school districts evaluated included: Allendale; Anderson School Districts One, Two, Three and Four; Beaufort; Chester; Chesterfield; Jasper; Kershaw; Marion Three; Newberry; Oconee; Orangeburg Five and Six; Spartanburg One and Two; Sumter Seventeen; and York Three and Four. The area vocational centers evaluated were: Allendale County Vocational Center, Anderson School Districts One and Two Vocational Center, Beaufort-Jasper Career Education Center, Calhoun-Orangeburg Vocational Center, Chester County Career Center, Floyd D. Johnson Vocational Center, Kershaw County Vocational Center, Newberry County Vocational Center, Oconee County Vocational Center, Rock Hill Career Development Center and H. B. Swofford Area Vocational Center.

The vocational education program standards adopted by the State Board in December of 1980 were used for the on-site reviews. This was the second year the fifty-five (55) program standards were utilized to assess the quality of vocational education within the state. Each school district, high school, junior high school and area vocational center which conducts vocational programs is evaluated based on the twenty-six (26) administrative standards. Student services at each individual school are evaluated by seventeen (17) standards. The Curriculum and Instruction section of the standards contains twelve (12) standards and is distributed in the following manner: (a) one set for each trade and industrial program, (b) one set for each Consumer and Homemaking Education department, (c) one set for each Occupational Home Economics program, (d) one set for each Business Education department, (e) one set for each Prevocational Education department, (f) one set for each Marketing and Distributive Education program and one set for each Fashion Merchandising program, (g) one set for each Health Occupations Education program, (h) one set for each Agricultural Education program in each area vocational center, (i) one set for each Agricultural Education department in each high school or junior high school, (j) one set for each vocational Handicapped/Disadvantaged department, and (k) one set for each Industrial Arts department.

Following each on-site review, the school district and/or area vocational center was provided a summary of findings and recommendations for program improvement. Technical assistance in the development and implementation of plans for program improvement was provided upon request. Written evaluation reports were also submitted to the State Advisory Council for Vocational-Technical Education to assist the council in securing data on vocational programs.

A summary of program evaluation findings revealed that of the twenty-one (21) school districts evaluated, the number of standards found to be in non-compliance for the entire district ranged from three (3) to one hundred eleven (111); in the eleven (11) area vocational centers evaluated, the range of standards in non-compliance was from two (2) to thirty (30). A total of seventy-two (72) school districts, high schools and junior high schools were evaluated on the standards which deal with administration; eleven (11) area vocational centers were evaluated on the same standards. The standards dealing with student services were utilized to evaluate forty-eight (48) such programs in high school and junior high schools while eleven (11) programs were evaluated in area vocational centers. One hundred seventy-one (171) vocational programs in junior and senior high schools and one hundred eighty-two (182) programs

at area vocational centers were evaluated utilizing the standards which deal with curriculum and instruction. Percentages of district/high schools/junior high schools and centers that were in compliance with the program standards are given on the following pages.

I. ADMINISTRATION STANDARDS (statements of standards are paraphrased)

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
A.1	Program offerings shall be based on systematic assessments of manpower and student needs.	62	86.1	11	100
A.2	Vocational education advisory councils shall be utilized.	67	93.1	11	100
A.3	An administrative staff, organization and management system to enhance and facilitate the district's vocational education program shall be developed and implemented.	69	95.8	11	100
A.4	Philosophy and objectives shall be identified and disseminated.	53	73.6	11	100
A.5	Annual and five-year plans for vocational education programs shall be cooperatively developed and submitted for approval.	69	95.8	11	100
A.6	Appropriate professional and support staff shall be provided to achieve program goals and objectives.	71	98.6	11	100
A.7	An effective public relations program shall exist.	60	83.3	11	100
A.9	Community resources shall be utilized.	71	98.6	10	90.9
A.10	Programs shall be coordinated with other local secondary programs and articulated with postsecondary programs.	47	65.3	10	90.9
A.12	The district shall conduct an annual evaluation of vocational programs to determine changes needed.	64	88.9	11	100
A.13	Programs shall be designed and conducted in accordance with applicable requirements of state licensing/regulatory boards.	72	100	11	100

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
B.1	Enrollments shall comply with standards outlined in the Defined Minimum Program.	67	93.1	10	90.9
B.15	Coordination shall exist between prevocational programs, skill training programs and postsecondary programs.	58	80.6	9	81.8
B.16	The district shall have a continuous, systematic program evaluation process to provide data for planning and assessment of student achievement.	49	68.1	11	100
C.1	Vocational personnel shall meet South Carolina certification requirements.	69	95.8	6	54.6
C.2	The district shall have a professional development plan.	67	93.1	11	100
C.3	Opportunities to participate in in-service activities shall be provided.	70	97.2	11	100
F.1	Programs shall be provided financial support for personnel, supplies, materials, equipment and travel.	64	88.9	11	100
F.2	Each administrator shall involve teachers in the development of the annual program budget.	64	88.9	8	72.7
F.3	Federal funds shall be used to support only vocational programs.	69	95.8	11	100
F.4	Financial records shall be maintained.	72	100	11	100
H.1	Facilities shall be designed, constructed and equipped to provide a favorable climate for learning.	63	87.5	10	90.9
H.2	Programs shall be provided in architecturally barrier-free facilities.	71	98.6	10	90.9

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
H.7	Facilities and equipment shall be arranged with primary consideration given to effective instruction, classroom management, safety and economy.	62	86.1	11	100
H.8	A complete inventory of equipment, tools and furnishings shall be maintained.	69	95.8	11	100
H.9	The district shall maintain written procedures for the maintenance, repair, updating and replacement of equipment.	61	84.7	11	100

II. STUDENT SERVICES STANDARDS (statements of standards are paraphrased)

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
A.8	Program admission policies and procedures shall be published and shall be based on abilities needed to enter the program and the occupation.	39	81.3	11	100
A.11	Programs shall be of sufficient scope to meet the needs of all students who need and can profit from vocational education.	42	87.5	11	100
B.5	Provisions shall be made to prevent sex bias, stereotyping and discrimination.	45	93.8	11	100
B.7	Handicapped students shall be enrolled after Individualized Education Plans have been prepared.	33	68.8	8	72.7

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
B.8	Vocational education staff shall participate in the development of Individualized Education Plans for handicapped students.	23	47.9	9	81.8
B.9	The Individualized Education Plan is on file with the teacher prior to enrollment of a handicapped student.	27	56.3	10	90.9
B.10	Handicapped students shall be evaluated annually as described in Individualized Education Plans.	27	56.3	9	81.8
B.11	When disadvantaged students are enrolled in vocational education programs, there shall be a districtwide plan describing special services, assistance or curriculum modifications to be provided.	23	47.9	8	72.7
D.1	Counseling services shall be available to vocational students as stipulated in the Defined Minimum Program.	47	97.9	11	100
D.2	A written comprehensive plan of recruitment, guidance, counseling, placement and follow-up services shall be developed.	30	62.5	11	100
D.3	Guidance and counseling services shall encompass necessary information and assistance for students to make occupational and education decisions.	45	93.8	11	100
D.4	Placement services shall be available.	37	77.1	8	72.7
D.5	Follow-up records shall be on file.	29	60.4	5	45.5
D.6	Program completers shall have a placement rate as stipulated in the State Plan for Vocational-Technical Education.	31	64.6	6	54.6
D.7	Student services shall be supported with adequate resources.	45	93.8	11	100

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
D.8	Comprehensive evaluation of services shall be conducted annually.	21	43.8	7	63.6
E.1	Provisions shall exist to accommodate	45	93.8	11	100

III. CURRICULUM AND INSTRUCTION STANDARDS (statements of standards are paraphrased)

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
B.2	Each program shall establish an advisory committee.	142	83	168	92.3
B.3	Course syllabi identifying units of study, performance objectives and learning experiences shall be used in each program.	142	83	163	89.6
B.4	Each course shall encompass time and activities needed to prepare students for employment and/or advanced study.	148	86.6	174	95.6
B.6	Cooperative programs shall utilize training agreements and plans, provide for coordination visits and include periodic written evaluations of student performance.	170	99.4	180	98.9
B.12	Disadvantaged or handicapped students shall receive appropriate services and materials.	130	76	157	86.3
B.13	Students shall have access to the student organization as an integral part of the instructional program.	142	83	178	97.8
B.14	Safety instruction shall be provided.	154	90.1	169	92.9

		COMPLIANCE WITH STANDARDS			
		School Districts High Schools Junior High Schools		Vocational Centers	
		Number	Percent	Number	Percent
G.1	Instructional materials and supplies shall be provided.	164	95.9	181	99.5
H.3	Equipment for courses shall include required items.	146	85.4	177	97.3
H.4	The learning environment shall duplicate the actual work situation found in the occupation for which training is provided.	145	84.8	168	92.3
H.5	Facilities and equipment shall meet all safety requirements.	148	86.6	165	90.7
H.6	Tools, supplies and equipment shall be stored in a systematic and safe manner.	152	88.9	172	94.5

VII. USE OF PROGRAM EVALUATION RESULTS TO IMPROVE VOCATIONAL EDUCATION

Upon receipt of the evaluation report, local school districts developed plans for correcting deficiencies and improving programs. Plans for improvements to be made, including time lines and completion dates, were submitted for approval to the Office of Vocational Education. A school district with an area vocational center, for example, submitted the following program improvements made or to be completed as a result of the evaluation report:

Area Vocational Centers

1. A six (6) semester hour course will be taught by Clemson University to aid in curriculum development.
2. Safety lesson plans have been developed.
3. Proper fire extinguishers will be purchased.
4. Flammable materials will be properly stored.
5. Fire escape plans have been posted.
6. New facilities will be constructed to house several programs.
7. Program advisory committees have been activated.

School District (High Schools)

1. A comprehensive philosophy of vocational education will be developed and disseminated.
2. Safety standards are to be developed and adhered to.
3. Course syllabi are to be developed, reflecting the use of performance-based instructional objectives.
4. A committee will be appointed to develop evaluation procedures for student services.
5. Placement information will be properly maintained.
6. Utilization of space will be the subject of an in-depth evaluation.
7. High school vocational teachers will encourage student enrollment in second-level courses being taught at the area vocational center.
8. Certain programs will be consolidated with those at the center due to increased cost of offering these courses.

On-site follow-up reviews will be conducted for the twenty-one (21) districts and eleven (11) area vocational centers during the 1983 - 84 school year to determine the extent of program improvements completed and correction of areas of non-compliance with the program standards.

VIII. RESPONSE BY STATE BOARD OF EDUCATION TO RECOMMENDATIONS MADE BY THE SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

RECOMMENDATION #1:

The State Board for Vocational Education (State Board of Education) should participate in a study to clarify the structure for vocational and technical education in South Carolina.

RESPONSE:

The State Board of Education would be most willing to participate in any research or study that offers the potential for improving the quality and effectiveness of vocational and technical education in South Carolina.

RECOMMENDATION #2:

Additional vocational education concerns of the Council are expressed on pages 1-5 of this report (1982-83 Evaluation Report). The State Board of Education is requested to address these items in its response to this Evaluation Report.

GOAL 1. A more disciplined and productive academic experience.

The State Advisory Council supports this goal and recommends the following initial strategies to complement the goal.

Strategy a. Provide state-supported programs to upgrade deficiencies in reading, writing or math skills, which may include in-school, after-school or after-school year scheduling. In-school individualized and performance-based Computer Assisted Instruction (CAI) should also be explored as a means to alleviate basic skills deficiencies and to provide regular education and training.

Instruction in a technical area is virtually impossible to students who are seriously deficient in language or math skills. Competency level in basic skills should be required before entry into technically advanced vocational programs. Students deficient in these skills should be provided remedial training, even to the extent that enrollment in the vocational programs is delayed until the 12th grade. As post-secondary students they should be allowed to complete vocational training in the vocational center setting with State-funded support or should be articulated into a technical education program.

Response: The Office of Vocational Education has developed curriculum materials that address improvement in reading skills for academically disadvantaged students. Also, an applied vocational mathematics course is being developed for the 1984-85 school year.

Strategy b. Delete the Defined Minimum Program (DMP) requirements that limit most students to five (5) units of study each year. Because of the

time required for laboratory-oriented vocational education, all students should be encouraged to enroll for six (6) credits of study each year from grade 9 through grade 12.

Response: The Defined Minimum Program (DMP) allows students to earn six units, or its equivalent, during a school year if the administrative head of the school and parents agree that this plan will serve the student's best interest. In addition, the proposed new flexibility in the structure of vocational education programs should help in eliminating time problems.

Strategy c. Since Time on Task is deemed critical to learning and achievement, promulgate policies that all subjects, vocational education included, be taught from the first through the last day of the school year. Efforts should be made to minimize disruption of teaching time.

Response: The Office of Vocational Education concurs with the principle of minimal disruption of teaching time. Efforts are made to involve teachers and students in workshops, conferences and meetings during non-school hours whenever possible.

Strategy d. Productivity has become a critical problem in our society. All students should be well versed in the essential concepts of desirable work habits as well as the relationship of work attitudes to work performance. These concepts should be taught at the introductory level of each vocational program and reinforced throughout the program.

Response: The Prevocational Education program, recommended for ninth and tenth grade students, addresses the concepts of desirable work habits as well as the relationship of work attitudes to work performance. All other vocational programs reinforce these concepts throughout the program by means of classroom instruction and membership in vocational student organizations, which are an integral part of the instructional program. In addition, an occupational survival skills instructional package will be developed during FY1985. The materials will address attitudes and how to keep a job.

Strategy e. Effective teaching requires up-to-date equipment. Priority consideration should be given to acquiring cost-effective equipment for vocational education. Worn-out equipment must be replaced and updated.

Response: During the past four years, $4,000,000 authorized by the General Assembly has been allocated to LEAs to update and replace equipment. The Office of Vocational Education is in the process of allocating $1,500,000 authorized by the General Assembly to LEAs to purchase equipment to meet advancing technology needs. In addition, the Office of Vocational Education has requested an additional $4,000,000 ($2,000,000 in FY 1984-85 and $2,000,000 in FY1985-86) to replace and update worn-out equipment.

Strategy f. With adoption of each competency-based curriculum provision should be made to award credits to students when they have mastered the subject, as well as by the longevity factor of clock hours. Hours give little true indication of mastery of a subject.

Response: The Office of Vocational Education concurs with the principle of awarding credit for mastery of skills. Most programs are competency based, and the Office of Vocational Education is working on making all vocational programs competency based. However, since Carnegie units are awarded for vocational education courses, clock hours must remain as a factor for awarding credit.

Strategy g. The State's senior colleges and universities recently adopted a two-year foreign language requirement for admission, effective fall, 1988. This imposes a serious time constraint on the vocational students as he or she progresses through grades 9-12.

Admission policies for colleges and universities should be amended to accept completion of advanced technical courses in vocational education in lieu of the foreign language requirement, all other consideration being equal.

Response: The Office of Vocational Education cannot amend policies adopted by the State's senior colleges and universities. However, permitting school districts to restructure vocational education programs should allow students to participate in vocational education and meet the requirements for entry into a four-year state college or university.

Strategy h. Recognize the importance of matching vocational education to the availability of jobs in the corresponding occupational fields.

Flexibility, procedures and incentive funds are needed to change from one type of program to another when the job market in the geographical area changes.

Response: The Office of Vocational Education is working to assist LEAs in identifying and phasing out nonproductive programs. Also, $21 million over five years has been requested from the State Legislature to implement new programs to meet the State's advancing technology needs.

Strategy i. Many students have vocational talents which should be developed rather than academic talents. Mobile or portable equipment should be used for intermittent vocational courses. This equipment could be used on a rotating basis among vocational centers.

Response: Academic excellence is also desirable for students in vocational education, especially those students who wish to continue vocational training at the post-secondary level, including four-year institutions.

The Office of Vocational Education has developed 20 technical equipment kits with instructional materials for units of instruction in the Prevocational Education program. These kits are used by

Prevocational Education teachers throughout the state on a loan basis.

Strategy j: Give appropriate emphasis to developing additional service-type occupational programs for students of low academic ability. The educational needs of these students must be met to permit them to be productive (according to their ability) members of society, rather than being chronically unemployed after leaving school.

Response: The Office of Vocational Education is currently developing a model vocational program for serving moderate to severly handicapped students. The program will enable these students to develop the vocational skills necessary for successful employment. The program will be operational during the '84-'85 school year.

Stratgey k. Provide financial incentives to further encourage articulation between vocational education and technical education. Annual financial incentive awards should be made for advanced placement of students in technical education programs.

Incentive awards should be shared by the sending program (vocational education) and the receiving institution (technical college).

Response: The Office of Vocational Education has a program standard for articulating vocational programs which has been approved by the State Board of Education. Financial incentives should not be provided for meeting a standard.

GOAL 2. Express higher regard for teachers and the profession of teaching.

The State Advisory Council supports this goal. The implicit problems of this goal certainly apply to vocational education situations where experienced craftsmen and even recent graduates may be offered salaries well above what the public schools pay for teachers.

a. Certification requirements should encourage the use of experienced craftsmen as teachers when the need exists, and with salaries that will be competitive, so that academic standards can be maintained.

Response: Certification standards do exist which are designed to maintain high academic quality, ensure skilled craftsmen as instructors, and encourage craftsmen to enter the teaching profession. The certification is based upon experience in a particular trade with provisions for credit for academic experience. Salaries for trade and industrial teachers are equal to other certified teachers, often at the master teacher level. Salaries for trade and industrial teachers in some skill areas are not competitive with particular businesses and industries, however, local school districts might elect to make salaries comparable if appropriate.

b. Provisions should be made for employment of proven and effective technical college instructors to teach vocational education when desirable, even though they may not be previously certified for secondary school instruction.

Response: Technical college instructors are eligible to apply for certification to teach in vocational education. Upon certification the technical college instructor would hold the credentials which would allow them to teach in technical colleges as well as in high schools.

c. Any revisions to the procedure for teacher preparation, certification or inservice training must include appropriate provisions for vocational education teachers.

Response: The process for revisions to the procedure for teacher preparation, certification or inservice training does include appropriate provisions for vocational education teachers. This is accomplished through liaison between the Office of Vocational Education and the Office of Teacher Education and Certification, membership on appropriate committees to examine questions pertaining to teacher preparation, certification or inservice training, and the Director of the Office of Vocational Education serves on the Advisory Council for Teacher Education.

GOAL 3. Improve leadership and management.

The State Advisory Council supports this goal. Research on Effective Schools as reported in the Phi Delta Kappan supports this goal as being crucial for educational improvement. While the findings were not derived from vocational schools or centers, evidence infers that this would also apply to vocational schools or centers.

Response: Providing leadership to and management of vocational education programs are crucial elements to offering effective learning experiences to students. The Office of Vocational Education has coordinated with the South Carolina Aministrators Leadership Academy since its existence to enable vocational education administrators to participate in leadership development activities and programs. During the 1983 Annual Vocational Conference, the Academy presented a meaningful seminar which was attended by a majority of vocational administrators in the state. Additionally, each school year, the Office of Vocational Education sponsors two staff development conferences for all secondary school administrators. The Office will continue to strive to improve the leadership and management abilities of the leaders of the states' vocational education programs.

GOAL 4. Quality assurance and monitoring.

The State Advisory Council supports this goal and related Move to Quality strategies.

Response: Since the adoption of the vocational education program standards by the State Board of Education in December 1980, the Office of Vocational Education has concentrated its evaluation process on improving the quality and effectiveness of vocational education programs and services. Adherence to these standards is recognized as a means of providing a sound basis for more effective development, coordination, implementation, administration and supervision of all aspects of vocational education. By conducting evaluations of twenty percent (20%) of all vocational programs annually, and

following up these evaluations one year later, school districts are advised of the existing strengths of their programs, upon which a quality program may be built. Furthermore, notification is also provided of areas which do not meet the criteria prescribed in the standards, and the suggested action to be taken to allow compliance. The evaluation process possesses innate traits necessary in any move to quality.

GOAL 5. Partnerships.

The State Advisory Council supports this goal. Experience in vocational education has proven this to be a desirable goal and an effective mechanism.

The council encourages industry-based training under an industry/school contract method to provide more economical and flexible training.

Response: A major priority of the Office of Vocational Education is the development of partnerships between vocational education and the private sector. It is our philosophy that vocational education and the private sector should and must work hand-in-hand in solving the many problems that face students in the school to work transition. This is partially accomplished by the statewide network of private sector Local Advisory Councils and Program Advisory Committees which advise our administrators and instructors on program relevancy and improvement. Additionally, approximately twenty Business/Industry/Education Days are held each year. Over 2,000 citizens, a majority from the private sector, attend these functions annually. In August 1983, a new structure and format were developed by the Office of Vocational Education to encourage linkage with the private sector. Recognizing the importance of partnerships, a seminar entitled Building Industry Education Partnerships was developed and implemented. The results of these seminars have been very pleasing and positive. The Office of Vocational Education will continue to recognize the importance of building strong partnerships with business and industry.

The Office of Vocational Education understands the importance of industry-based training to improve the skills of workers. The top priorities for adult vocational programs as described in the State Plan are for job upgrading and retraining programs. Through December 1983, forty-two adult vocational programs were specifically designed and operated for either retraining or upgrading serving over 750 citizens. Future priorities for adult vocational programs will remain the same with increased emphasis on industry-based upgrading programs.

GOAL 6. Financial support.

The State Advisory Council supports this goal. The following strategies are also offered to strengthen this goal:

Strategy a. As financial support for public schools is increased, per-student capital expenditures should also be raised. Aged equipment and facilities must be replaced.

Response: As of this date, the House of Representatives has approved the recommendation in the Governor's package concerning funding for new and/or renovated public school facilities.

The Office of Vocational Education, through the State Board of Education, submits a Five-Year Capital Improvement Bond Request for Vocational Education equipment and construction projects for consideration by the State General Assembly every other year. The five-year plan requests bond funds to replace obsolete/inoperable equipment and equipment to meet demands of existing programs experiencing new technological changes. Also, funds are requested to renovate or expand vocational education facilities through this process.

The State General Assembly has been generous in granting funds to replace obsolete/inoperable vocational education equipment based on requests made by the Office of Vocational Education. The amounts appropriated are as follows:

Year	Amount
1979	$1,000,000
1980	2,000,000
1981	2,500,000

Strategy b. A committee should be appointed by the Governor and the State Superintendent of Education to explore the tax benefits and other inducements to business and industry to provide equipment and assistance to schools. Special consideration should be given to ARCS (under federal tax laws) and to tax credits or other features under the South Carolina Tax Code. The committee should include: corporate tax experts, chief business executives, representative(s) of the South Carolina Tax Commission, education officials and others as appropriate.

Response: Staff members in the Office of Vocational Education encourage continually the development of partnerships between local vocational and business/industry personnel. One approach to the partnerships is the business/industry/education seminars conducted annually at selected area vocational education centers.

The Office of Vocational Education has also produced and distributed to all district school superintendents and area vocational center directors a publication entitled How Your Advisory Committee Can Work For You which identified strategies for development of business/industry/education partnerships through the required program advisory committees.

Many area vocational center directors have a process of obtaining equipment from local industries to be used for instructional purposes.

Strategy c. Revisions to the Educational Finance Act weighting factors for vocational education students as proposed by the Legislative Audit Council should be adopted.

Response: A committee has been appointed by the State Superintendent of Education to review the recommendations of the Legislative Audit Council concerning revisions to the Education Finance Act weighting factors.

IX. RESPONSE BY STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION TO RECOMMENDATIONS MADE BY THE SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

RECOMMENDATION:

The South Carolina State Board for Technical and Comprehensive Education should participate in a study to clarify the structure of technical and vocational education in South Carolina.

RESPONSE:

The State Board for Technical and Comprehensive Education and its staff will be pleased to cooperate with the Advisory Council in a state-wide study to clarify the structure of technical and vocational education in South Carolina. We would welcome the opportunity to work with representatives in a study group from:

- -Office of Vocational Education
- -State Board of Education
- -Office of the Commission on Higher Education
- -Education Division, Office of the Governor
- -Office of the South Carolina Advisory Council on Vocational and Technical Education

X. PARTICIPATION OF LOCAL ADVISORY COUNCILS

Local Advisory Council Participation In compliance with the requirements of P. L. 94-482, each eligible recipient established a Local Advisory Council to provide advice on determining manpower needs, relevancy of course offerings in meeting these needs, and to develop a communications network between vocational education and the community. Each Local Advisory Council contained representation from business/industry/labor, both sexes, and racial and ethnic minorities. Each Local Advisory Council was required to submit a report to the State Board of Education (Office of Vocational Education), as a part of the Local Application for federal support of vocational programs. This report included: meeting dates and number of persons attending, listing of members/titles/organizations, recommendations made, and how the programs are coordinated with training offered locally under the Job Training Partnership Act (JTPA).

The local plans from all 100 eligible recipients (78 Local Education Agencies, 14 multi-district/vocational centers, and 8 state-wide institutions) indicate that they have action advisory councils.

Examples of recommendations made by the Local Advsory Councils in the formulation of the local application and results are:

-To better meet local identified employment needs, an electronics program was added to the curriculum of the Sumter County Career Center. This was in response to a recommendation made by the local advisory council serving the center.

-As a result of recommendations made by the local advisory council at Timmonsville Career Center and Lake City Vocational Center, the budgets allocated for consumable supplies and materials were substantially increased.

-At the Abbeville County Career Center, a recommendation from the local advisory council assisted in developing a retraining program for Abbeville Manufacturing Company. Over fifty unemployed adults completed the program and were eventually employed.

-Through the recommendations of the local advisory council, the Anderson County Districts 1 & 2 Vocational Center hosted a Business-Industry-Government Day designed to create and develop awareness of employment opportunities.

-A thorough needs assessment, at the request of the local advisory council serving the Hemingway Area Vocational Center was conducted of the local employment area to identify business/industry needs and employment projections.

-At Marion-Mullins Vocational Center, a mobile laboratory was constructed to provide opportunities of instruction in the areas of computer operations, data and word processing in rural and isolated areas of the county. This evolved through efforts of the local advisory council.

-In Berkeley County, business and industrial leaders participate regularly in school programs and classroom activities. Involvement with the local advisory council is evident.

XI. RESULTS OF COORDINATION OF PROGRAMS-VEA AND CETA (Currently JTPA)

The Office of Vocational Education in cooperation with the CETA Division of the Governor's Office completed a study which identified new and emerging occupations in South Carolina. However, the results of the study were inconclusive and therefore not utilized.

Through coordination with and assistance from the CETA Division of the Governor's Office, the Office of Vocational Education received CETA funds during FY 1983 for Youth Employment Training Programs (YETP-$370,016) and Summer Youth Employment Programs (SYEP-$1,287,388). Seven school districts received YETP grant awards to implement Work Experience and Transition Services programs which served 830 economically disadvantaged secondary school youth. Thirty-seven SYEP grant awards were issued to school districts and vocational centers to provide one or more of the following activities: Prevocational Training, Pre-employment Services, Work Experience and Vocational Exploration. Approximately 2,900 economically disadvantaged youth participated.

During March of 1983, resulting from the Economic Recovery Program initiated by the Governor of South Carolina, the Office of Vocational Education held a conference for local school administrators to focus on the complex unemployment problem and provide detailed information on the establishment of job retraining programs. The conference included a keynote address by the Lieutenant Governor of South Carolina and involved the active participation of State/local education administrators and representatives from business/industry in discussing possible strategies for providing retraining for unemployed adults and dislocated workers. This conference initiated planning for increasing adult vocational training programs throughout the State to reduce unemployment and promote economic recovery, and resulted in a joint funding effort (VEA and JTPA) in FY 1984 for this purpose.